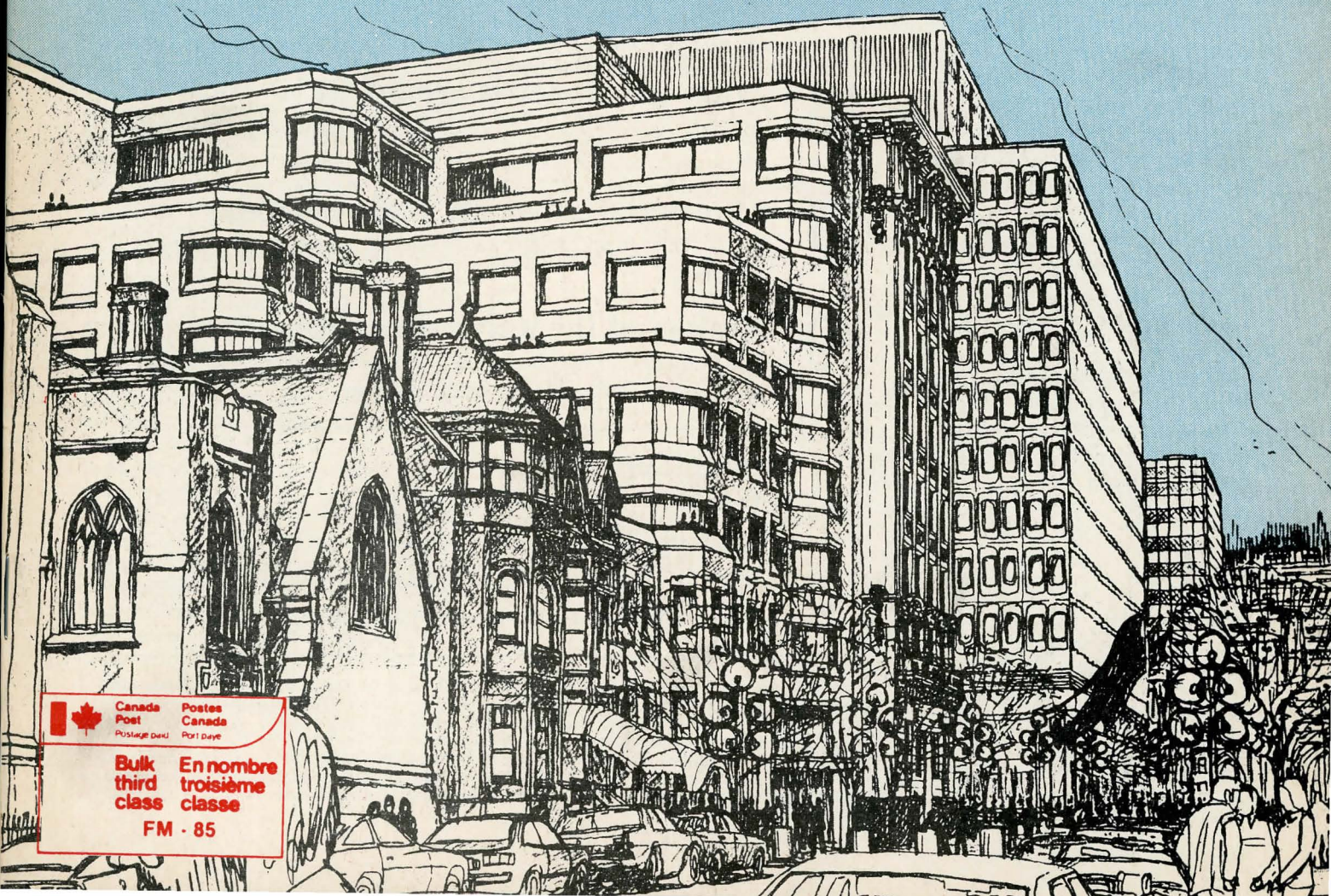


CONCORDIA

UNIVERSITY MAGAZINE

March/April 1983

The Search For \$25 Million



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CONCORDIA

UNIVERSITY MAGAZINE

C O N T E N T S

Volume 6, Number 2

March/April 1983

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Campaign Issue

This issue is being distributed to our full mailing list — something we haven't been able to do since budget fell behind postal and production cost increases.

But the cause is urgent, and the hope is that alumni everywhere will support the university in its effort to build proper library facilities and rebuild in several critical areas.

While government must be a participant in financing our building and reconstruction program, \$25 m. must be raised within the university and alumni community, and in the private sector.

Before reaching out to the private sector, and to government, we must demonstrate our own commitment to the program. It is hoped that the campaign supplement will spark your interest.

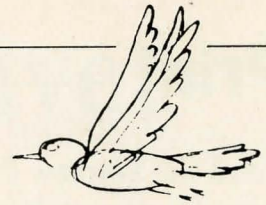
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Eureka: The moment of understanding

MIKE'S GNARLED HAND removed his pipe. He spat a thoughtful stream across the coffee table and almost out the window. "Nope," he said, "she don't work that way."

I was crushed.

I had just explained to Mike my pet theory about Canadian politics in the 1930's. It was backed by scholarship that ranged from St. Augustine to Pierre Berton, by reams of computer print-outs, and by all of my painfully acquired nineteen years of education.

Mike is a New Brunswick fisherman who left school in grade four to help support his family. He didn't have much education but he was born with 'Eureka', born so naturally with it that it doesn't need the capital 'E'. It shines from him not with the sudden glare of a flash but with the steady glow of a 60 watt bulb.

So, that's what my education has come to, a desperate reaching out for the wisdom that the fairies left in the cradle of this semi-literate workman. Because he was right again. "She don't work that way." He is always right.

What Eureka, the flash of insight, the moment of understanding so often amounts to is the revelation of that which common sense made perfectly clear to others long ago. Education, then, becomes the process of striving to overcome all the silly things that education has put in the way of understanding.

Oh, there is a way around the problem. One can pretend that common sense doesn't exist, and that all those people who have the right answers are really wrong because they haven't used the currently fashionable methodology or adhered to whatever ideology is academically in vogue. That way lies academic distinction. But that way, too, lies human failure. I guess that's why we academics tend to be the sort of people who sound bright but who couldn't spit without a graduate course in hydraulics.

In a way, we're like Jacques Cartier who sailed up the St. Lawrence River early in the seventeenth century, and then returned to France to trumpet the news that he had discovered it. Amazingly, people believed him. In fact, until very recently, most history courses faithfully paid homage to Cartier as the discoverer of the St. Lawrence. Yet, Cartier admitted that he met Indians on the banks of the St. Lawrence, Indians with towns by the river and crops in the fields. Did he think they were lost? That they didn't know where they were? Didn't anyone think it possible that they



had already discovered the St. Lawrence? But no, it was Cartier who took the glory and the honours and the statues.

Cartier would have made a great academic.

Still, for all its faults, the academic world has been my choice for groping my way back to innocence. And sometimes it's been a very good one.

One of the good parts was my first history course at Sir George, taught by Professor (Ed) McCulloch. Thousands of graduates will remember him, the man who, for years, was the History Department all by himself. One day in that first course he read a passage by an eminent historian to us. At the end, his face wrinkled in indignation (it's normal state), and he burst out with one of the two most scathing words he knew. "Balloon-juice!" (The other word was "horsefeathers").

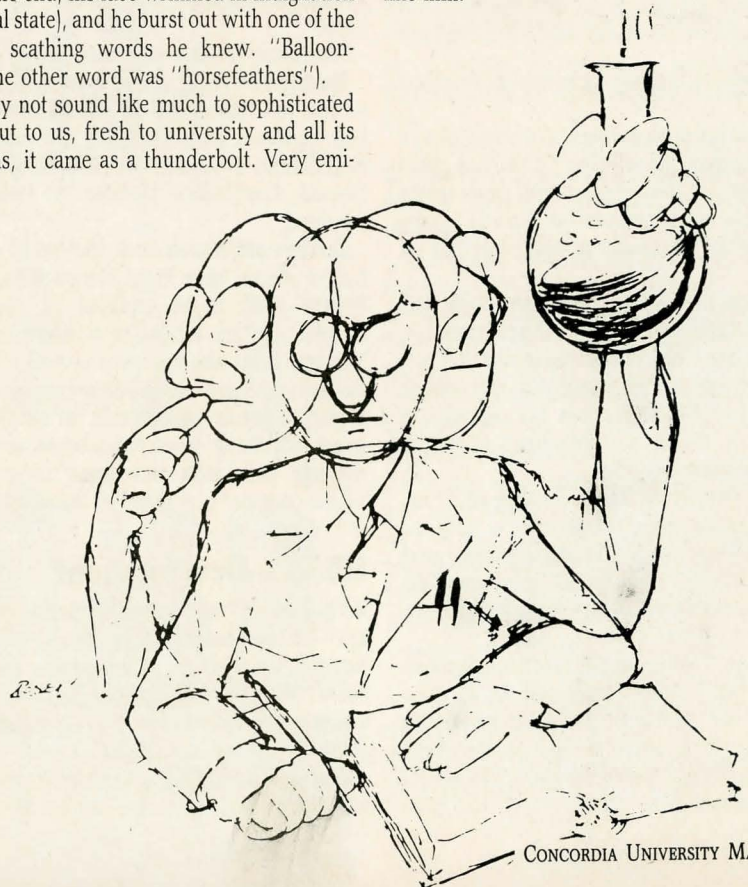
That may not sound like much to sophisticated readers; but to us, fresh to university and all its pretensions, it came as a thunderbolt. Very emi-

nent scholars could write very silly things. Don't believe what you read. Eureka! It was a fundamental step on the road back to innocence, and thousands of us owe thanks to Ed McCulloch for teaching it to us.

Another flash came in a political science course in which we learned how the development of a certain Canadian political party was guided by self-interest laced with greed. Mike would have known that without thinking about it; but we had to be told, and it was a 'Eureka' of the first magnitude. Unfortunately, I took a philosophy course dealing with the same party. There, its development was placed in the context of the ideals of Edmund Burke. One step forward, two steps back.

Obviously, I still have a long way to go. I still believe that psychologists understand people, that historians know what happened, and that deans are created whenever a sunbeam strikes a dew drop. But someday, I'll learn enough to know that all that I've learned is silly. Then, like Mike, I'll understand what's going on.

And then, hot diggety, then, I'll be able to spit like him.



NATO and the Warsaw Pact?

DOUBTS RAISED BY EVENTS in Poland and Afghanistan and the debate raging over nuclear missile installations in the West make a book on NATO and the Warsaw Pact timely reading.

Concordia Political Science Professor Arlene Broadhurst comes to the rescue with a volume of essays she edited entitled *The Future of European Alliance Systems: NATO and the Warsaw Pact*, recently published by Westview Press. The book looks at the military, political and social dimensions of European security.

The authors (among them, Hedly Bull, Martin Edmonds, Pierre Lellouche and Martin Van Heuven) explore four major subjects — European security perspectives, NATO, the Warsaw Pact, and resources allocations for defense — within the framework of comparative alliance approaches.

Their detailed descriptions of current problems, diversities and discussions within the two alliance systems offer insight into the differing ideas of what constitutes security.

Unconventional ideas are explored, as in Rainer Rupp's article which contends that analyzing the different strengths of the two alliances only in

terms of soldiers and weapons systems is faulty; factors such as morale and industrial strength are as important in waging war, he argues, but are generally incalculable.

In her own article, editor Broadhurst shows that both systems have problems of inertia because of their large, fixed bureaucracies, and for that reason neither Reagan, nor Andropov, or succeeding leaders for that matter, will have much of an impact on the organizations.

Impressions of E.M. Forster

MOST PEOPLE WOULDN'T look twice at a book based on a literary conference. But *E.M. Forster: Centenary Revaluations* has lots to say to readers who read *A Passage to India* in their schooldays and haven't given much thought to Forster since.

Published by The MacMillan Press, the book is edited by English professors Judith Scherer Herz and Robert K. Martin. It contains 20 essays on Forster, many of them presented during a conference held at Concordia in 1979 to celebrate the 100th anniversary of the British novelist's birth. The contributors, from Canada, the U.S., England, India and Australia, are a veritable Who's Who in

the world of Forster literary criticism: G.K. Das, P.N. Furbank, John Beer, V.A. Shahane, Elizabeth Heine and so on.

The volume conveys enough about Forster to make the layman want to re-read *Passage* and get hold of everything else he wrote. This is due in large part to a section of the book that came close to being omitted, a transcription of the Writers Panel discussion that took place during the three-day session. As Judith Herz notes in the Introduction, "After all, how accurately can one catch the occasional speaking voice in print?"

Panel participants are novelists in their own right — Eudora Welty, Elizabeth Spencer, James McConkey, Marie-Claire Blais and Bharati Mukherjee — who speak of Forster's direct or indirect influence. Two of them have personal reminiscences of Forster: Eudora Welty shares, for the first time, a letter she received as young unknown 32 years ago and James McConkey talks of his uneasy visit to an elderly Forster. Despite the novelist's lifelong emphasis on the value of friendship, he confided to McConkey that his one mistake in life was that he trusted people too much. The editors' decision to include this chapter turns *Centenary Revaluations* to revelations.

Follow-up

Report on paper saving

WHATEVER HAPPENED to the university drive to save paper?

There were, as they say on television, technical difficulties.

The drive started on the heels of the university's restraint program that called for a \$3 million cut in spending early in 1981. A program of paper saving and recycling was recommended — partly to save money, partly to create a suggestive air of frugality.

Mechanical Engineering Professor Hugh McQueen was appointed head of the new conservation committee: "We experienced mechanical problems," concedes the professor who was dubbed Czar of Paper. Not so much in the campaign to reduce waste, but in the committee's attempt to get the used paper recycled.

A pilot project in the Norris Building on Drummond was going along swimmingly — until the vitally important receptacle manufacturer went bust. The pick-up system had all been figured out and an inexpensive and attractive bin design arrived at.

Then wham! The bin maker went bankrupt forcing committee members to search for an alternative supplier capable of producing an inviting and inexpensive receptacle without going broke in the process. "People won't use them [the bins] if they're unattractive or cumbersome," McQueen

reasons. But on the other side of the coin, he says, "We're supposed to save money, not increase costs."

Sometimes you lose your shirt saving money.

Finding a recycling company proved to be quite a chore too. Now hopes are pinned on a firm that both produces acceptable bins and recycles too. Negotiations are underway, reports Cyril MacDonald, Concordia's Director of Procurement Services.

On the conservation front, the special confidential envelopes have been blasted from the stationery room to be replaced by confidential stickers that are affixed to standard envelopes. The rector has also approved several recommendations sent him from the committee, among them a plan to reduce paper grade for envelopes and paper, shrinking down exam books and making message pads from newsprint; there's also a memo on paper saving tips in the offing.

Human Development

NO RIBBON WAS CUT, no bubbly drunk. But a year ago, the Psychology Department's Centre for Research in Human Development opened its doors. "We were just too busy for a formal opening, as there were too many things going on," explains its director, Lisa Serbin.

Busy meant securing large research grants from various federal and provincial agencies —

\$260,000 over 18 months for schizophrenia research and a large, still undetermined, amount for a study on the socialization of children, and for a conference on research strategies for children and stress this spring.

"The centre allows our researchers to focus their work and increase collaboration not only within our unit but also with other researchers elsewhere, and get more grants.

"The socialization of children grant involves Leah Sherman of the Fine Arts Faculty as an investigator," says Serbin illustrating how collaboration can cross faculty lines. "We've also got a vote of confidence from the FCAC [Formation des chercheurs d'action concertée] which renewed our start-up grant of \$100,000 for three years, increasing the amount by a third."

Another plus is that students are more active participants in the laboratory work, and they have regular contact with all the faculty and not just advisors.

The new centre also allows resources — once spread over the University — to be concentrated, and additional ones to be acquired. One bonus was a new part-time staffer who advises faculty and students on computer programs.

"We're accomplishing our aim of better understanding how people's histories and current environments help them either successfully or unsuccessfully cope with stressful events and situations."

And when they leave?

Canada's researchers have solved many puzzles,
but training enough people to replace them isn't one of them

By DONALD HENDRY

THERE'S A PROBLEM facing university research in Canada. Researchers are an aging group and there are not enough young people in the works right now to assure the strength of the country technologically in the future.

That's the view of alumnus René Lévesque, vice rector for research at the Université de Montréal.

Lévesque (SGW BSc'52 and no relation to the premier) sounded the warning during an interview in his office at the base of the U of M tower on the northern slope of Mount Royal.

"Not that there isn't good research being done, but there are not enough young people in the circuits. So, 10 years from now, unless you start quickly introducing young people into the system, you're going to have a helluva problem. The whole thing will collapse at your feet."

The problem, according to Lévesque, goes back to the late '60s when the federal government started to cut back on grants for research at all levels — a situation that prevailed throughout the '70s. The cutbacks were in the range of 40 to 50 percent.

"One of the difficulties with training scientists is that it takes quite a long time. By the time you come out of high school to the time you get your PhD, and maybe a couple of years of post-doctoral work, you have spent something over ten years. So someone coming out of high school who selects, say physics, cannot be sure that there is going to be a job 12 years later because of fluctuations in need and government policies which can change over such a time," he explained.

"You have to have a system which creates a pool of scientists who are kept in the system and kept working so that when the universities or industry need them for regular posts, the pool can be tapped and you can supply the manpower.

As bleak as the '70s were, prospects are somewhat brighter today, thanks to federal and provincial research fellowships: "I think that young people are interested, and they're coming back into the stream because of the research fellowships which have just this as a goal — to make sure that you pick up the best young people who are coming out of the universities and keep them in the research system."

Talented research prospects are posted to universities with assistant professor status, explained Lévesque, under renewable five-year contracts.

But is it enough? "Well, it's a start. You cannot put too many people in the system now, because the system cannot absorb them. Industrial

research in Canada is very, very weak, and it is developing slowly.

"You have to be active yourself to exploit research being done elsewhere. You don't get there by reading scientific journals. You can only see the potentials when you are thinking about a problem and actively working on it."

The vice rector has his own list of missed and seized opportunities: "I think we've missed a lot of opportunities in research — in development in general. Take, for instance, the computer field. It's only now that we've decided that we have to do something about computer research. Now, we're trying to catch up in a field where there is a tremendous amount of competition.

"Look at the bio-technologies. Labatt, the Canada Development Corporation and the Government of Ontario have started a company to develop biotechnologies — putting the accent on the use of biotechnology for petroleum retrieval and in agriculture. They are running all across the country trying to find scientists who are specialized in this field. Today we don't have the people."

And the positive side of the ledger? "Well, there are a few areas where we have done very well. Let's take, for example, the CO₂ laser. It was developed at Valcartier and it's one of the very important lasers — it's used in the study of fusion for instance.

"They are sold all over the world. But is it being developed and used in Canada as much as it could be? I don't think so."

Lévesque suggested the path for Canadian R and D: "In universities you really have to let people decide where they want to do their research. I don't think that in universities, you should impose constraints.

"But we have to work not only on aspects of technology, but on the effect of these technologies. The computer field is completely revolutionizing society. What do you do, for instance, in industrial relations? With people who have been used to doing a certain type of work, suddenly finding themselves out of work because of computerization?

"It's happening so fast, that more study should be done in trying to adjust, to see what are the effects of these discoveries and these changes in technology.

"All fields will be affected by the new technology. Take biotechnology. It will affect chemistry, biology, medicine, agriculture. And these developments will change completely our way of doing things. So, in the social sciences there is more and more a need for people who will start looking at the effects of these new technologies on societies."

Even the super specialists need a well rounded education to start them off. "The type of education we had at Sir George was broad, not over-specialized. That is something I am trying to defend at this university, to fight the tendency that many people have to specialize too early," said Lévesque who took his BSc in physics.

"People in science should have some knowledge of literature, some knowledge of the social sciences and vice-versa. Because there's also the tendency in the social sciences or the humanities to fear science, and that is as much a lack of culture as the reverse."



A mission to civilize

Yet circumstances force our public school system to do the opposite

BY ELIZABETH CHAMPION SPEYER

SOME FUTURE GIBBON, for the origins of "the decline and fall" of western industrial civilization, may very likely write the following statement:

Although vast sums of money were allocated to schooling, and although young persons between the ages of three and twenty-five spent most of their time in a classroom, the nature and purpose of education eluded the technologically-advanced societies. Young people, the culture-bearers of any society, were isolated, insulated and alienated.

The concept of equal educational opportunity as a natural right of the citizen is a recent one and is still restricted to technologically advanced societies. In these countries, now struggling with the bewildering social complexities presented by the post-industrial era, "education-for-all" has become a noble idea gone wrong.

The impetus for a state-supported public school system came from industrial need. In the early stages of the industrial revolution, the rigid class structure was reflected in school organization: elite private schools for the remnants of the feudal aristocracy and the wealthy bourgeoisie; practical, utilitarian schools for the children of the working classes. Universities were closed to the majority and provided the entrée to the learned professions for society's leaders.

The technological and social changes that accompanied the two world wars disrupted old systems. Popular demand for universal education altered static, traditional schooling, giving rise to serious problems which governments will not confront.

The simplistic credo of "education-is-good-and-more-of-it-is-better" led to a stampede for cer-

tificates and degrees that would, it was expected, lead to personal financial and social advancement. Each level of schooling was regarded as a stepping stone to "higher" institutions and not as intrinsically "educating" in itself. To accommodate their now widely diverse clientele, educational institutions lowered their standards. Their curricula however remained academic, fragmented and unrealistic, in many cases quite unsuited to either individual or social need.

The original goal of universal education, literacy — the open sesame to mental and spiritual development — is not being fulfilled.

Compulsory Education: A Contradiction in Terms

The secondary school came to resemble a custodial institution. In order to accommodate everyone in one building — the comprehensive school — the character of education would have to undergo profound change. Instead of recognizing the greatly altered situation, however and devising programs to suit the widely-differing requirements of adolescents, the authorities — school boards and governments — continued to impose the traditional curriculum. Dishonesty in student evaluation came to be accepted by parents, students, teachers and administrators. The concept of "continuous progress", laudable in a school structure that acknowledges individual differences, becomes a cruel hoax in the traditional secondary school.

World War II marks a watershed in the demography of post-primary schooling. Before 1945 only 20% of the population completed what was then called "high" school. A student wrote ten papers and passed, or "failed", got out and found a job — if he could. Some "drop-outs" became very successful notwithstanding their lack of a certificate. The enrolment in secondary school is now 100%. Many young people are unsuited to academic study. Many are immature and need to defer their studies until later. Many require an entirely different kind of schooling — a work-study program with flexible scheduling. Compelling

these adolescents to "stay in school" harms both them and the school.

Almost all the present problems (...) arise from the retention of students who in the past would have been screened out. They have stayed in school not because they were drawn into it by what it had to offer, but because there was nothing for them anywhere else. Economic conditions and social change, and the political response to these, have thrust them into the classroom. They are political prisoners of the school.

—NORMAN GOBLE, *Half a Revolution*

Passed on year after year in the credit system, a young adult may arrive in the senior grades lacking the rudimentary skills, completely out of his depth in subject content and with an attitude compounded of frustration, humiliation and hostility. The ideal of educational democracy, which is the right of the individual to an education that will enable him to realize his highest potential, becomes a travesty in a system of undifferentiated mass instruction. Compulsory education becomes a tyranny if it takes a form that hampers and interferes with the individual's physical, mental and spiritual development.

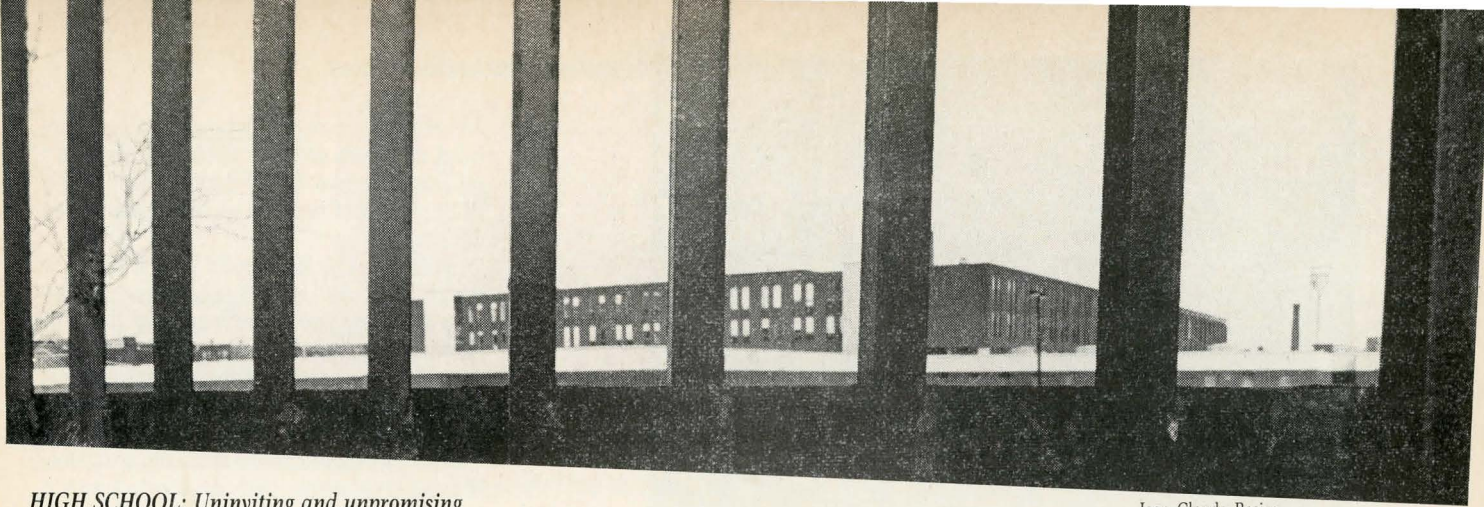
When half the number of young people in secondary school will not receive any further formal education and these adolescent years of schooling will be their only preparation for entry to the adult world of work and personal survival, the failure of the secondary school must be regarded as very serious indeed.

Youthful Responses to Coercion

As students floundered, many reacted by becoming psychological drop-outs — physically present, or at least on the class list, but mentally and emotionally absent. The paradoxical combination of rigidity and permissiveness that characterizes the huge factory-school incubated the rebellion of the sixties and subsequent turmoil, less overt but more serious.

The response of parents to this juvenile cry for

Elizabeth Speyer (SGW BA'63, MA'74, L-Dip. Lib. Sc.) taught in public schools for more than 30 years. She now works at the Writing Center at McGill.



HIGH SCHOOL: Uninviting and unpromising

Jean Claude Basire

"freedom now" was to criticize the school for its inability to motivate students to study and learn "happily". The solution was believed to lie, not in a fundamental revision of that program, but in an "interesting" approach to subject matter. The concept of education as entertainment gained popular acceptance for a while until its bizarre effects became too blatant to be overlooked.

There was much criticism of the teacher as a species. An era of official appeasement and public relations propaganda accompanied and glossed over the steady erosion of civilized behaviour standards in the secondary school, until the cost of vandalism and theft could no longer be ignored. The youth sub-culture, a phenomenon of commercialism and other complex factors, manifested itself in social turbulence: family breakdown, drug use, youth crime, and values crises of all kinds.

Many parents used every means to persuade them to "stay in school". Increasingly teachers found themselves performing a warden-like function for young people whose attitudes and behaviour patterns not only made a mockery of serious education but interfered with the educational rights of others. The teacher was thus called upon in many cases to exert a control of which the parents were incapable, although the teacher's "case-load" varied from 150 to 180 individuals every day. Teachers in many secondary schools in Canada and elsewhere may be responsible for five or six, and even seven, classes every day. To know young people as individuals is impossible.

The secondary school assembly line is pointedly demonstrated on parent night, when a teacher confronts an unending queue of mothers and fathers, each expecting an intelligent, in-depth appraisal of their child's progress, or lack of it. Secondary school life is superficial and artificial, a factory enterprise in which time is fragmented out of all intellectual meaning and genuine human contacts are sacrificed for an illusion: the school leaving certificate.

In spite of its coldness and sterility, the secondary school is expected to function as a surrogate parent. Family, church and community have waned as potent agents in the social integration of young adults, leaving a disproportionate responsibility to the school, which means in effect, to the individual teacher. Even concerned parents know

very little about school realities. They have been cut off by school structures from participating in the continuing development of their children, who have been turned over to paid "experts". Far too many parents are content with this arrangement. They see the problems of the public school system in terms of teacher accountability, not community responsibility.

Those few parents who recognize the harmfulness of this mammoth, bureaucratic schooling process respond either by having recourse to the private school, a tacit admission of the failure of democratic institutions, or, more courageously, join parent-teacher associations or school committees to work for reform. The latter group hardly knows where to begin. As with teachers who have similar goals, they soon become aware of the deep socio-political roots of the problem. Other than electing school commissioners, and in some cases this only recently, parents have been excluded from goal-setting and policy-making.

The crisis in education can only be understood in terms of goals and values, precisely those aspects of education which educators, parents and the public have continued to ignore.

The Unknown Student

Educational bureaucracies impose a grotesque construct of requirements and schedules without regard for individual differences. The goals of the curriculum, outlined in flowery prose in the syllabus, bear no relation to the realities of public schooling. The student becomes lost in the confusion of aims, the vacuum of purpose. He is in fact the computerized number printed on his exam booklet. Like Auden's "Unknown Citizen", the young person has become the unknown student.

A student's "success" or "failure" is determined by his ability to adapt and conform to the arbitrary standards set by the syllabus. The school is concerned with subject "content" which is divided into "units" and partitioned into schedules. The student is then fitted into the box. The young life in its integral significance is considered last, if at all.

While neglecting and interfering with individual development, the school emphasizes an ethos of self-centred concern. The young person is group-confined but the sense of community is absent.

Much of public schooling, especially at the

secondary level, consists of rote-learned, unassimilated material that is tested "objectively". Food for the soul it is not. Those teachers who transcend the school's imprisoning strictures in an attempt to lift their material to a plane of educative experience that will touch the student's being, are largely defeated by noise, numbers and nuisances.

The mind is stuffed, the emotions starved. One-dimensional students become one-dimensional people. If compulsory public schooling is not a civilizing force, what justification does it have for its costly maintenance? Has the secondary school become one gigantic, expensive "baby-sitting" service? Or are schools merely places to keep youth out from underfoot of adults? The aristocracy invented boarding schools for this purpose. When the children of the common people no longer worked in factories and adolescents became competitors for unionists' jobs, some way of incarcerating them had to be found.

Education of Adulthood

If institutionalized education is to reform itself it must begin by laying a foundation of values. Many kinds of schools would have to be created. Parents, students and teachers would thus have the responsibility of choosing the institutions that represented values and standards to which they subscribed.

Education cannot be circumscribed by a school building any more than religion can be confined to a church, synagogue or mosque. Life is education and education is life. "Law and order" measures, while they might check chaos, will not save existing school structures. A painful re-examination of ends and means is unavoidable. Nothing less than a new social vision will suffice to re-integrate education with the socio-economic sphere. School reform becomes therefore a political challenge.

A school based on humanistic values would reject outright the mass production concept. Schools built to hold hundreds and even thousands of adolescents would have to be abandoned for use as factories, for which their design is better suited. The primitive classroom with its desks in rows would be replaced by the Socratic group, human in size (a dozen people?) and human in shape (the circle?)

Continued ►



OFFICIAL RECOGNITION: *One Montreal public school facility that has found an appropriate role — serving as a police station.*

► Continued

There would be no compulsion at the secondary level. A student, having chosen the school freely, would understand that he would be expected to assume the responsibility that follows from that choice. The student would know why he was there. He was not forced to be there. He has taken a first step towards adulthood.

The goal becomes the development of the individual. Students would not be passive recipients of a pre-packaged curriculum, but actively involved in creating an educational design — for themselves and other students sharing in their experience. The true individual is concerned with the meaning and purpose of his existence. He accepts responsibility for the direction of his life and for the taking of moral decisions. How are these qualities to be developed in the young? What school activities and experiences will encourage the growth of these traits?

A humanistic education encourages a student to be, not a parrot, but an inquirer. The student's approach to material is independent, not slavish. The servile ends of marks and credits are superseded by a self-respecting, autonomous, critical use of knowledge for individual purposes,

for personal emancipation and growth. The young person is given the responsibility of self-criticism and self-evaluation.

What makes a person civilized? Is it not the capacity to feel deeply within the individual self, and to feel with and for others? If the majority of people had this quality and it found expression in economic, political and social life, would not the world be changed beyond recognition? Is not then a primary goal of education one of sensitizing the individual?

Shamefully neglected in the public school, the humanities would be the core of an education intended to civilize. The young person would have access to the arts and many crafts, would experience them as both participant and spectator. Every possible aesthetic activity would be made accessible in order to educate the senses, expand the emotional life of the individual and encourage an appreciation and respect for both the technical and spiritual complexity of the creative arts.

Health and physical training would not be neglected. Study of physiology and hygiene, and outdoor activities would be a part of every child's experience.

Young people endowed with heightened sensitivity and perception would find encouragement

for their development in whatever art form provided expression for their talent. The child of a culturally-deprived family background (the majority) would not suffer all his life because of this handicap.

Humanistic education would present the social studies, not as content-to-be-learned-for-the-purposes-of-an-exam but as a personal link with the reality of geographical, environmental struggle and survival. Understanding and appreciation of natural forces and respect for our planet would be primary goals in the teaching of this subject.

History would be enjoyed as drama, understood in terms of cause and effect, and seen to have contemporary relevance through the relationship of events and ideas. Intellectual concepts in the social studies would be rooted in realism, logical thought, honesty and social concern.

Although brash and inexperienced, young people are capable of noble vision and imagination. To integrate this idealism with reality, and to effect its release for creative purpose is the task of the inspired teacher. A potent element in the constructive channelling of youthful idealism is that of example. The models that young people observe are vitally important. Today the models are far from ideal. The literary biography could be used creatively to introduce the young person to other people's experience and awaken his respect for lives that have been lived for high purpose: great difficulties overcome; worthwhile endeavours, great and small, achieved.

First-hand contact with the pain and struggle of the real world would be an important part of humanistic education. The young person would not be incarcerated in a sterile classroom ("sitting in a box facing front", as Paul Goodman expressed it), insulated from economic pressures. Some form of gainful employment involving personal responsibility in a community would be an integral part of this kind of education. The selfish, self-obsessed, self-alienated progeny of affluence are products of homes and schools that have placed young people outside life's mainstream, making them socially superfluous. The young individual would not be shielded from an awareness of human suffering — of illness, poverty, cruelty, death. Such an awareness would not emphasize the morbid but would be a positive challenge to the individual to face life's realities and feel a personal responsibility to alleviate the human condition. In accepting that challenge, the young person would be making the humanist's commitment that justifies his existence.

A humanistic education is "religious" in the most profound meaning of that term. It is however far removed from the course concept known as "Moral and Religious Instruction", a title which betrays its divided loyalties. In humanist philosophy, morality grows out of the individual's capacity for empathy and is revealed in what Schweitzer termed "a reverence for life"... the individual's own life and the lives of others.

The degrading climate will not change until the school system ceases to do violence to the emotional and mental life of young people.



BUILDING TOGETHER



Report of the Concordia University Capital Campaign

"We will meet target" — Wm. Stinson

There is a bad recession, a gloomy political climate, but Canadian Pacific president William Stinson says Concordia will reach its \$25 million objective in its first capital campaign.

Bill Stinson is national campaign chairman. "Over time we shall reach the objective. Our campaign is designed for five years and there will be many corporations that will spread their gift over this period of time.

"The obvious difficulty now is that we are in the worst recession since the '30s," he says. "But there are signs of improvement, particularly in the United States, and these effects will spill over into Canada this year. It's going to be late in the year before we see an economic upturn, but there are definitely positive signs of recovery and that is good for the capital campaign," he says.

Given this, he feels hopeful about the response of Montreal's business community, as well as its citizens, to give more generously to the university's fund for library building.

"We are not trying to build a monument to someone because of an ego trip," Stinson says. "The money will be spent on a library which is a definitive requirement of the university."

Stinson says there is also a growing realization that the government cannot go on supporting everything all by itself. "I think there will be a trend towards more private sector funding of campaigns like this. You can see it already. The movement is stronger in the United States than it is in Canada, but it is growing here."

Stinson says that the small donor has to play a big role in the campaign too. "This campaign is not going to be carried out by major corporations alone by any stretch of the imagination," he says. "We've got to go to a whole spectrum of people who will help us. We're talking about citizens in the community. We're talking about the student body of Concordia. We're talking about the

alumni.

"I think it is important that we have a strong Concordia in Montreal — and for people to appreciate that Concordia serves all segments of the community — all levels of society.

"So if people see this, if they want to see their city develop culturally and in economic terms, then they will see that Concordia needs library and lab facilities and I think we shall get these people on board to help us," Stinson says.

Another selling point to the private citizen and the corporate donor is Concordia's near heroic position in the overall university system in

Quebec. "This country can no longer afford to be doing things that cannot be justified on the basis of definitive need. I don't necessarily mean cost/effectiveness here, because cultural matters cannot be measured that way. But there is general agreement today that we cannot waste any more dollars.

"So when you find a university such as Concordia that educates 15 percent of the student body in the province for 10 percent of the budget, you've got to be pretty impressed at the ways they have taken what they have been given and made effective use of it," he says.

OPERATION 25 MILLION

Table shows how funds will be allocated. Spending on library improvement accounts for more than nine million dollars. Some funds are required to answer longstanding needs, other funds to keep up with new technological advances.

Construction, Consolidation and Renovation

Concordia University Library Centre		
Sir George Williams Campus Library	\$8,500,000.00	
Faculty of Commerce and Administration	2,250,000.00	\$10,750,000
Faculty of Engineering and Computer Science		2,250,000
Loyola Campus Library Extension		5,250,000
Faculty of Fine Arts		
Teaching Theatre	2,000,000.00	
Concert Hall	250,000.00	2,250,000

Teaching and Research Installations and Equipment

Child Study Laboratory	\$ 100,000.00	
Chemistry		
Pilot Plant Laboratory	100,000.00	
Nuclear Magnetic Resonance Spectrometer	150,000.00	
Geology		
Research Laboratory for Petrography Ore Microscopy	55,000.00	
Exercise Science		
Kinesiology Equipment	45,000.00	
Underwater Weighing Tank	20,000.00	
Broadcast Journalism Studio	110,000.00	\$ 580,000

Development Funding

Colleges	\$ 370,000.00	
Concordia Centre for Management Studies	2,130,000.00	
Institute of Applied Economic Research	170,000.00	
Scholarships and Fellowships	1,250,000.00	\$ 3,920,000
		\$25,000,000

BUILDING • TOGETHER

Who is leading campaign
How the campaign will work

CAMPAIGN NOTES

Concordia backed by Canada's best

INDISPUTABLE: Concordia is Quebec's most cost effective university. While the average university is given \$6,000 per student, in operating grants, Concordia gets \$4,000 to do the same job. As it stands, Concordia educates 15 percent of Quebec's university students on 10 percent of Quebec's university budget. When Education Minister Camille Laurin announced additional allocations for 1981-82, he praised Concordia's "remarkable effort in rationalizing its financial administration."

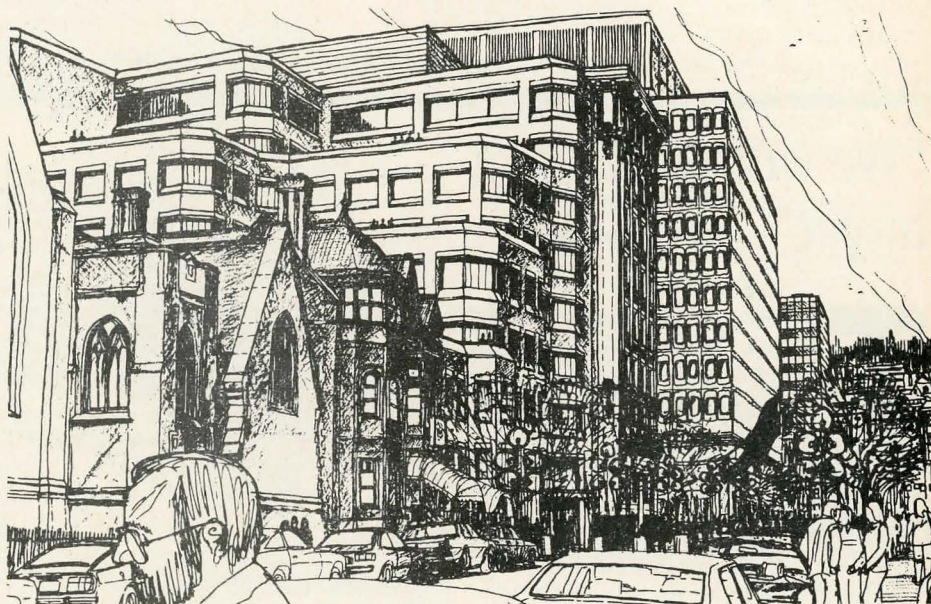
QUESTION: How do Concordians spell relief? B-E-T-T-E-R-L-I-B-R-A-R-Y-F-A-C-I-L-I-T-I-E-S. Concordians can live with the cramped, sometimes creaky, ad hoc facilities in warehouses and converted bars and restaurants, but they can't as easily endure a library collection they find retreating on them into inaccessible storage facilities.

NAMES: Can't be bashful about it — Concordia's got friends in high places. The \$25 million capital campaign committee list mirrors Canada's corporate elite.

Given the problem — convincing Canadians that Canada's most public spirited university deserves the \$25 million it's asking for — it's fitting that the committee's leadership comes from the communications industry: **Jean de Grandpré**, Bell Canada's chairman, is honorary chairman and **Bill Stinson**, president of Canadian Pacific, is national chairman.

De Grandpré has a special fondness for the university because of its service to the business community as a pioneer and innovator in part-time and evening education. For Stinson, it's Concordia's talent for stretching a tax dollar — educating 15 percent of Quebec's university students with 10 percent of the university budget.

Iron Ore of Canada president (and a member of Concordia's Board) **Brian Mulroney** is the committee's honorary treasurer. He says Concordia has helped better people's lives by opening up education to everyone. People should return the



favour in some material way, he says.

Air Canada president **Claude Taylor** joined as national vice chairman because of what Concordia has done for the business community. Not to mention Air Canada where alumnus Pierre Jeannot serves as executive vice president.

Nine other vice chairmen — who come from a variety of corporate backgrounds — complete the campaign committee membership. Many head a

number of different campaign divisions, and these are described in the adjacent article. Three vice chairmen have volunteered to work as independents: **Maurice Bourgault**, president of Palmar Industries, is also a Concordia Board member. There is **Peter Bronfman**, chairman of Brascan and **Pierre Laurin**, vice-president for planning at the Aluminium Company of Canada.

Capital Campaign Committee



Vice-Chrmn. (Special Names)
G. Drummond Birks



Vice-Chrmn. (Corporations)
James Smith



Vice-Chrm. (At large)
Peter Bronfman



Vice-Chrmn. (Ex-officio)
Maurice Bourgault*

The Noble 300

A critic of Albert Camus once said that while the French novelist's tone was "categorical and resonant, the substance was equivocal." The reverse came to mind after talking to fund raisers in Concordia's \$25 million Capital Campaign. In asking for funds, euphemism and circumlocution marked their tone, but their substance was dia-

mond hard: Please give the university as much money as you can, as soon as you can.

Which is how it should be. There is nothing existential about fund raising. Whether you are Bill Stinson, president of Canadian Pacific and chairman of the Concordia campaign, or a pleading beggar on the street, the problem is the same: How do you identify the donor, assess the ability and willingness to give, and in the brief time allowed, convey the worthiness of your cause.

It's not the easiest job in the world; it's not the most pleasant. Yet 300 have volunteered to do it. So whether or not Concordia ever gets its modern library complex five years from now, will largely depend on the efforts of our Noble 300.

Already Concordia's dream has been designed. Loyola's Vanier Library extension has been mapped out running east from the present building towards Belmore Avenue. On the Sir George Campus, the plans for the projected Concordia University Library Centre so far surpassed anything the university had ever done, that the design won an Award of Excellence three months ago from the *Canadian Architect* magazine.

But before these dreams can be realized, fund raisers like Alex Duff, an old Sir George campaigner, and Don McNaughton, who has soldiered

in Loyola's service for many years, must now mount up with the Noble 300, and raise the money. Led by professional fund raiser Joe Berlettano, former assistant campaign chief with Centraide of the United Way, and Concordia campaign chairman Bill Stinson, each canvasser will work through one or more of seven divisions, dividing donors from foundations, corporations, alumni and private philanthropists to name a few.

What is the secret to fund raising? "The strategy," says Berlettano, "is to meet people on a person-to-person and a peer-to-peer basis. It is also important to know something of a company's or individual's performance in giving. But the key is person-to-person and peer-to-peer contact. There is no point having a student go after a corporate executive. It simply does not produce the level of results needed."

In short, heavy weight donors need heavy weight canvassers. Such men are Alex Duff and Don McNaughton. McNaughton is the president of Schenley Distillers, a former Loyola trustee in the merger with Concordia, and now the university's chairman of the board. Duff, a recently retired vice president of Henry Birks and Sons, has been the chairman of the board of Sir George Williams University and of Concordia. And both men have been active fund raisers for years.

Said Duff: "Sending cards and letters doesn't do much good. You must see the individual personally and talk with him. Making a personal call

Continued ►



National Chairman
Wm. Stinson



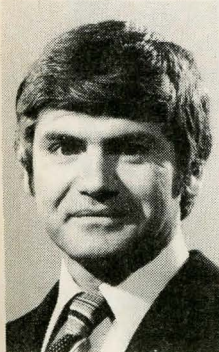
Honorary Chairman
Jean de Grandpré



Honorary Treasurer
Brian Mulroney*



National Vice-Chrmn.
Claude Taylor



Vice-Chrmn. (At large)
Pierre Laurin



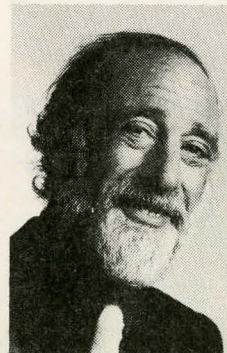
Vice-Chrmn.
(Foundations)
Ronald Riley



Vice-Chrmn. (Individual
gifts)
Robert McGregor



Vice-Chrmn. (PR)
Norman McDonald



Vice-Chrmn. (University)
Cameron Nish

*Member, Concordia Board of Governors

BUILDING • TOGETHER

Library facilities on both campuses
Needs have been long recognized

► Continued

makes certain that he understands the need and you are right there to answer his questions. It's very very important that the potential donor understands the need and how badly the university requires a new library. The library facilities on both campuses have been intolerable for too long now."

Duff also felt it important to stress that the money is needed for a capital expense and not operating costs, making sure donors do not feel responsible for answering incessant appeals to finance the running of facilities after they are built.

"Most campaigns of this nature can be broken down into corporate and trust fund donations and individual donors," Duff said. "Foundations by law have to distribute a large portion of their revenue and it is up to us to make it clear that Concordia is worthy of a substantial part of the available total.

"They may give regularly to the university, but in a capital campaign, which only comes up every now and then, there is no general rule, no repetitive donation a canvasser can count on. And therefore it is up to the canvasser to show how important it is for the foundation to meet this major social obligation," Duff said.

Don McNaughton also favors the direct approach: "When you are dealing with corporate donors it is much better to go and see them and chat with them. That gives them a chance to ask questions and make comments and observations — something that would be quite impossible if you had only sent a letter."

McNaughton, being the current university board chairman, works directly with campaign chairman Bill Stinson, and with the head of the major corporate division, Claude Taylor, president of Air Canada. Being the Concordia board chair-

man, McNaughton often acts in tandem with university rector Dr. John O'Brien, or as he put it: "Sometimes Dr. O'Brien goes and I don't and vice versa."

The approach to a potential corporate donor takes on a familiar pattern. "Usually the appointment is made by Mr. Stinson or Mr. Taylor. The business community is not that large. Most people who are heading the campaign know the people they are calling on and vice versa. Claude Taylor, I think, is known to every executive in Canada and he would know a large number of them himself," McNaughton said.

Meetings invariably take place in the office of the potential donor. Often the firm has a donations manager or a committee chairman in charge of charities and the like. He too would be present for the Concordia "presentation."

Said McNaughton: "The presentation is a discussion of the needs of Concordia and a breakdown of what the money will be used for and a discussion on Concordia's role vis-à-vis other universities, particularly those in Quebec. There is usually some discussion about the day school and the night school as well. A lot of corporations are well aware that many of their employees are Concordia graduates and often take night courses there. So far, on my visits, it is clear that there is a very good feeling towards Concordia."

Although considerable activity has taken place before the official March 1 launch of the Capital Campaign, it's far too early to make even the most tentative forecast. Since he arrived at Concordia in September, campaign director Joe Berlettano has devised an entire strategy centred on the seven divisions: Claude Taylor's major corporate division; Domtar president James Smith's medium to small corporate division; Henry Birks and Sons president Drummond Birks' special names division targeted at individuals giving \$10,000 or

more; the national names division chaired by R. McGregor of McGregor Travel, who is charged with getting donations of under \$10,000; Canadian Pacific vice president Ron Riley heads the national foundation division; there is the alumni division, as yet without a chairman, and finally, the university community division, chaired by Cameron Nish.

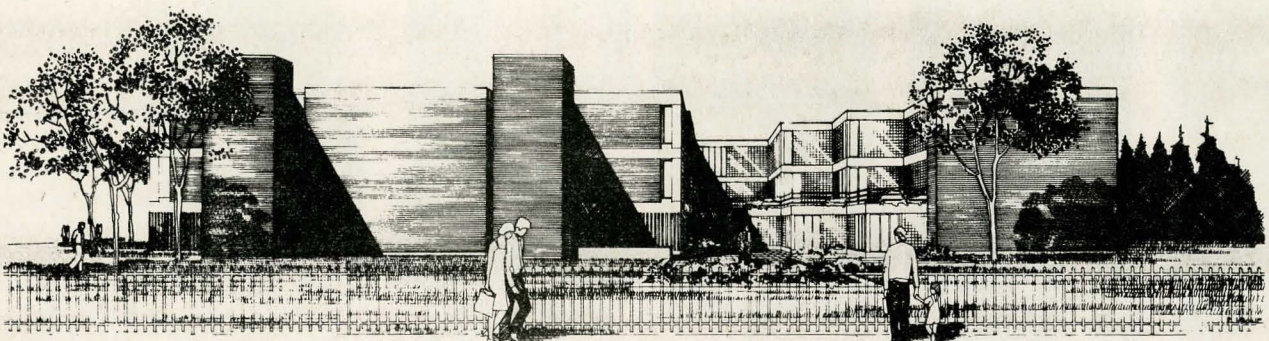
Said Berlettano: "At this point, we are expecting the corporate world and the foundation world to contribute 70 percent of the total with 30 percent coming from all the other categories."

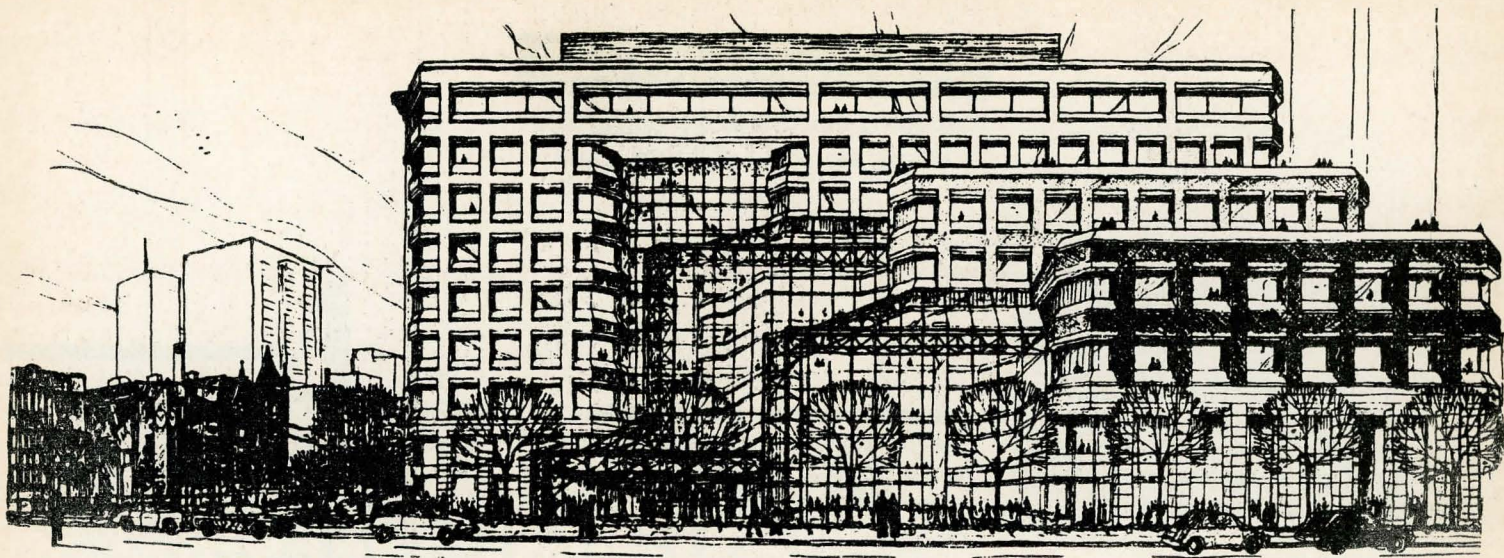
One problem has been the recession. "The business community is very supportive of Concordia," said Alex Duff. "But the timing is difficult; many businessmen are using their capital to keep their businesses afloat."

McNaughton agreed: "Hard times don't make the job any easier. There are many companies that want to support Concordia, but are finding that the particular year in which they are called upon, might not be the year in which they would find themselves most able to give."

But the campaign committee has an answer to that. There's an economic upturn in the air and the campaign runs for five years. "Giving might start in the second year of the campaign," said McNaughton. "That's when a donor might make his first actual donation, but they would make up the full amount by the end of the five years."

Or as Berlettano said: "It's true we have been in a recession. But in my experience, and in the experience of professionals in the field both in Canada and the United States, there is never a really good time to start a campaign. And I think that one just has to decide that when you're ready to go, you just have to go with it. I'm an optimist. I believe that despite the difficult economic situation we are facing, the community will respond in a very positive way."





UNIVERSITY LIBRARY CENTRE

View of nine-storey terraced and recessed structure as seen from Hall Building. The plan, devised by the architectural firm of Sankey Werleman Guy/Blouin, has been cited for fitting into the neighbourhood with "sensitivity" by Canadian Architect magazine which selected it for its award of excellence. The building will allow the library, as well as the Faculty of Commerce & Administration and several university departments to vacate scattered and costly rented facilities in the downtown

neighbourhood. Current facilities are so cramped that much of the collection is stored in a warehouse making access to books difficult.

Bottom opposite: Illustration shows how extension (doubling Vanier Library space) will run east from the original block at left. Scattered facilities will be consolidated in the enlarged structure freeing areas for other pressing needs. One of these is a senate chamber. Since Loyola and Sir George Williams merged, facilities have had to be rented at the PSBGM headquarters building.

The list

Concordia University's first capital campaign seeks to raise \$25 million over the next five years for a wide range of needs.

The first of these is the University Library Centre to house the main library, now in scattered and inadequate premises, as well as a number of other departments, and bring coherence to the downtown campus. We also plan to extend the Vanier Library on the Loyola campus. Two other construction projects will provide proper facilities

With the exception of the boxed item at right, the information on this page is excerpted from an official university document entitled "Case Statement".

for the performing arts. Included, too, in the campaign are several installations and items of equipment that will serve teaching and research, and the long-term funding of some important university services.

None of these could be financed entirely by government, and some are not eligible for public funding. Concordia has, however, been assured of government support of the major project, the University Library Centre.

The Urgency of Library Construction

In 1978 a COMMITTEE of three senior librarians was appointed by the Ministry of Education to report on the state and needs of Quebec university libraries. Four years ago it reported: "It is obvious Concordia's present facilities do not meet North American space standards for university libraries." Notably, the University had 8.1 sq. ft. of library space for each full-time equivalent student (including, that is, part-time students on a pro rata basis) compared to a Quebec average of 13.1 sq. ft. Also, there were 8.25 full-time equivalent students to each Concordia library seat, while the Quebec average was 5.69. The shortage of study space was — and is — particularly serious.

Concordia's library problem is both quantitative and qualitative. Our libraries were designed for a much smaller population. The main library is housed in the Norris Building, a YMCA property,

and was never intended to serve as a busy, modern library. Access is generally bad; there is only one elevator for the whole building. There is not nearly enough room even for the current collection. Books and periodicals only five years old have to be kept elsewhere; over 400,000 volumes are stored in and must be retrieved from a converted warehouse, where the absence of proper temperature control is harming the collection. Further, all the technical services are housed in rented premises at some distance from the libraries.

On the Loyola campus, too, there is too little space either for the collection or for students. In general, the circumstances under which Concordia has to provide library service today are the direct cause of inefficiency and waste.

The Library Centre Concept

THE UNIVERSITY LIBRARY CENTRE will face the Hall Building across de Maisonneuve Boulevard, and be linked by tunnel with it. It will replace a collection of costly and inadequate rented locations.

Besides the collection, study space and services of the main library, the centre will include substantial classroom areas and will bring together the related services of Admissions and Registrar's office. It will be the new home for the Faculty of Commerce and Administration, pro-

Continued ►

BUILDING • TOGETHER

Engineering, theatre and other installations
Origins and profile of the university

► Continued

viding students and faculty with direct access to the library and to computer and audio-visual services.

New Engineering Labs

BUILDING THE LIBRARY Centre will release to the Faculty of Engineering and Computer Science, one of the most productive research schools in Canada, an area badly needed for expansion of its laboratories. The campaign includes funds for refurbishing and equipping the labs.

Proper Space for the Performing Arts

THE FACULTY OF FINE ARTS, which enjoys an international reputation, has two divisions: Visual Arts is now housed in its own specially designed building.

But the premises used by Performing Arts require significant improvement: The theatre section is based on the Loyola Campus, and its main building there, the Chameleon Theatre, an adapted wooden structure, meets neither teaching nor performance needs. It is proposed to place a roof over the interior court of the Hingston office

building and create a modern teaching theatre beneath it at minimal cost.

The rapidly growing music section does not have a concert hall. The Alumni Auditorium in the Hall Building, now a cinema and lecture hall, can be adapted at reasonable cost to serve also as a concert hall.

Equipment for Many Purposes

NEW INSTALLATIONS and equipment, reflecting Concordia's scope of research activity, are also needed. These range from a chemistry pilot plant lab for industrial training to a child study lab for Concordia's Centre for Research in Human Development.

The only realistic answer is a new library

The question occasionally comes up: Why doesn't Concordia share McGill's facilities instead of building a new library?

The answer is that Concordia has been doing just that for years. And the situation is now critical.

An agreement pledging cooperation between the two institutions goes back to 1967. McGill and Sir George Williams agreed then to offer a variety of services to students of the other institution, and — given the hugely disproportionate collections — we profited handsomely from the arrangement.

Today, 2000 Concordia graduate students hold McGill library cards, and thousands of other Concordia students regularly use McGill's reference facilities. We have every reason to be grateful to McGill for its generosity. But there are limits to the extent to which McGill resources can be stretched to accommodate Concordia. McGill is now over crowded, its collections stretched to the limit — largely as a result of this resource sharing. To accommodate Concordia's full- and part-time students, McGill would have to more than double the size of its facilities.

Though conservative by North American standards, Quebec's library norms suggest a library's seating capacity should equal 25 percent of a university's full-time equivalent enrolment (or one quarter of 12,000 in Concordia's case). McGill figures indicate that in the last academic year it had 200-plus surplus seats. But 200 or 2000, the fact is hardly worth considering from Concordia's point of view, because the surplus occurs in McGill's professional libraries — serving such fields as dentistry and agriculture — for which Concordia has little use.

Since the late '60s and early '70s, universities in Quebec have cautiously avoided duplication of programs offered by other institutions in the system. As a result of this policy, universities tended to develop more specialized collections tailored to particular programs of each institution. For example, Concordia has 12 masters and doctoral programs not offered at McGill. And while some holdings will have bearing on aspects of even dissimilar programs there are countless library items Concordia students need that McGill cannot be expected to furnish.

And, if Concordia is truly a university, there is a more basic dimension. Perhaps the thought seems a little esoteric in these hard headed times, but a library is the very heart and soul of a university. "A man will turn over half a library to make one book," Ben Johnson once said. Scholarship, and society in turn, depend on it. Our university needs a decent library.

"What do we, as a nation, care about books?" John Ruskin asked. "How much do you think we spend on our libraries, public or private, as compared with what we spend on our horses?"

The hope is that we care more than Ruskin suspects.

The Support of University Service

A MAJOR CHALLENGE is to preserve innovation and development in a period of retrenchment. Some projects derive directly from this.

The Concordia Centre for Management Studies was established by the Faculty of Commerce and Administration to reinforce the relationship of the business community and the University, and ensure that our teaching programs and other services answer the needs of business in Quebec, and beyond. It works through conferences, and through its publications.

The Concordia colleges are the result of a major effort to diversify and make more personal the educational experience of undergraduate students in the Faculty of Arts and Science. Each represents a particular philosophy of education and specific programs.

Included in the campaign is also the support of scholarships for undergraduate students and fellowships for graduate students so Concordia can continue to compete with better endowed institutions to attract the best students.

A university's mission

With the exception of minor editorial changes, the above is excerpted from an official university document entitled "Mission Statement".

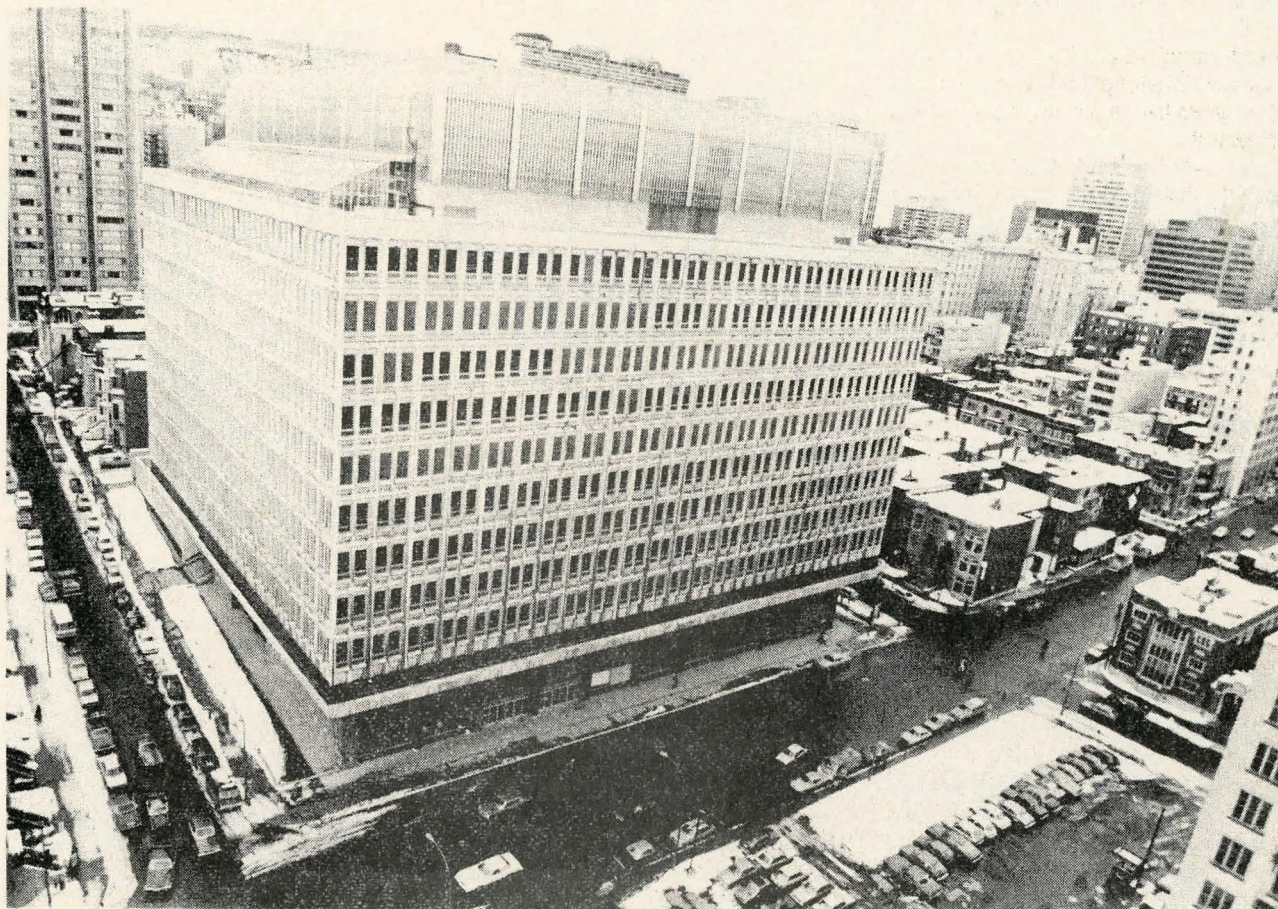
CONCORDIA UNIVERSITY was formally created in August 1974, but its two founding institutions had roots that went back into the past century. Loyola of Montreal developed out of a bilingual Jesuit college established in 1848, Sir George Williams University out of YMCA night courses that began in 1873. Sir George Williams University, which provided the charter for Concordia, was incorporated in 1948.

The University is organized in four Faculties: Arts and Science; Commerce and Administration; Engineering and Computer Science; and Fine Arts. Each offers a wide range of both undergraduate and graduate programs and supports significant research and creative activity. And each has close ties with the outside community.

Enrolment exceeds 24,000. There are 20,000 students in undergraduate programs, divided equally between full-time and part-time. In the graduate programs there are close to 1,500 students studying full-time and 1,500 part-time.

Continued ►

Jean Claude Basire



BUILDING • TOGETHER

Academic and research approaches
The university's community initiatives

► Continued

The remaining 1,500 students, while following the regular university courses, are not enrolled in degree programs. In addition, some 2,500 people take the business, language and applied arts courses offered by the self-financing Centre for Continuing Education.

Concordia is consciously, actively a Montreal university, and as such is continually seeking better ways of serving the Montreal community — through teaching, research and many services. Since Montreal is a great cosmopolitan centre, it is natural that Concordia should have developed widespread international connections. Concordia dwells in graduate and research areas that are not duplicated in other universities. Making the most productive use of its resources Concordia has created only a limited number of major research centres.

The university has inherited a tradition of serving the part-time student and, most importantly, of integrating the educational services each receives. They earn the same degrees, study with the same professors, attend class together — at both the undergraduate and graduate levels. In just a few cases the requirements of professional accreditation or of access to technical equipment make it impossible for students to take programs, wholly or after the first stage, on a part-time basis.

Concordia makes considerable use of part-time instructors. There are two reasons for this. In some cases an experienced professional practitioner, employed elsewhere, is the best person to teach a particular subject or viewpoint; in others, the governing factor is the university budget. In fact, the number of full-time and part-time faculty is about equal — 700 of each.

Undergraduate Programs

CHARACTERISTIC OF the Concordia approach to engineering is an emphasis on the application of knowledge. Senior year students take part in a variety of projects based on the extensive research activities of the Faculty. Concordia students have regularly won the Montreal competition for undergraduate papers run by the Engineering Institute of Canada.

Undergraduate programs in Commerce and Administration are also seen primarily as career preparation, with a curriculum attuned to the needs of the market place.

Characteristic of the Concordia approach to fine arts education is the awareness of being part of a university. Brought together as instructors are both scholars and practitioners, and the practitioners themselves have the ability to develop pro-

LEADERSHIP: From left to right, Chancellor W. Earle McLaughlin, Donald W. McNaughton, chairman of the board of governors, and Rector John W. O'Brien. Below, Campaign Director Joe Berlettano.



fessional skill within a wider context.

In Arts and Science, the largest faculty, diversity and the range of choice become greater. A student can take a traditional degree in one of the basic disciplines. Or obtain extensive training in a practical, career-oriented activity. Or combine elements of both.

What Concordia calls its "colleges" has been a major innovation. They are not traditional colleges but units in the Faculty of Arts and Science, each devoted to a special educational purpose or philosophy. They also serve to give many students a home base within a large and diverse Faculty.

Graduate Programs

GRADUATE LEVEL PROGRAMS at Concordia similarly reflect the aims the university has set itself. Most departments have programs at the master's level, and there are 13 doctorates in carefully selected areas. There are also a number of shorter-term diploma programs. Our graduate offerings have been developed over the years as complementary to those in other Quebec universities, and approved as such by the government. Essentially, they fall into two categories: research-oriented programs based on areas of research strength and those, still possessing a research content, created to meet a community need. Again, it is university policy to make its graduate programs accessible to part-time as well as full-time students; courses are held in the late afternoon or the evening.

Research at Concordia

CONCORDIA RECEIVES more than three times the amount of external research funding today that it did five years ago.

There is a close relationship between supported research and teaching programs; our most productive researchers are also active teachers. Further, our major areas of research tend to point in one of two directions: they are concerned with aspects of the human condition or they have defined technological goals.

The Department of Psychology's Centre for Research on Drug Dependence has developed as a major source of knowledge; its interests range from a theoretical approach to the basic principles of motivation to practical studies directly aimed at improving methods of treatment. It has had a particular concern for alcoholism.

There is also community oriented research. For example, the Department of Religion, which is a leading centre in North America for the study of religious ethics, has been concerned with the relationship of religious and ethnic identity in different communities.

In the Faculty of Commerce and Administration, one professor has underway a study in international marketing specifically designed to help frame Quebec policy.

In the sciences, biologists are identifying the eating habits of the destructive spruce budworm aimed at finding a non-polluting method of control.

BUILDING • TOGETHER

Concordia's future amidst change
Profiles 1: An illustrious alumni

► Continued

each year, attended by members of the public as well as teachers from the Jewish school system.

Student Life

BESIDES OFFERING the range of sports and club activities associated with a modern university, Concordia makes a particular contribution to student life.

There are centres for handicapped students on both campuses. Their staff are concerned with ensuring that buildings and facilities are easy of access, and that needed personal services and special transportation are readily available.

Concordia was a Canadian pioneer in setting up an ombudsman office. It is available to any member of the university community with a problem — student, faculty or staff.

A major student concern is the right to share in decision-making. There is student membership on academic bodies at various levels from department committees through Faculty councils up to Senate. In fact, the proportion of student membership of Senate, at the top of the academic decision-making pyramid, is one of the highest in Canada.

The Concordia View of the Future

THE GREAT CHALLENGE in the years ahead will be to respond successfully to change — to change in different, and sometimes conflicting, directions. Drastic control of university funding is forecast over the coming three years at least. On the other hand, technological progress is rapidly rendering obsolete for research and advanced instruction many costly items of equipment whose replacements will be even costlier.

There are various ways in which universities can deal with financial constraint. Increasing inter-university cooperation is clearly one of them.

We expect in the future to see a major increase in consultation and working together — within the language sectors but also across them, for all the Quebec universities are part of the same system.

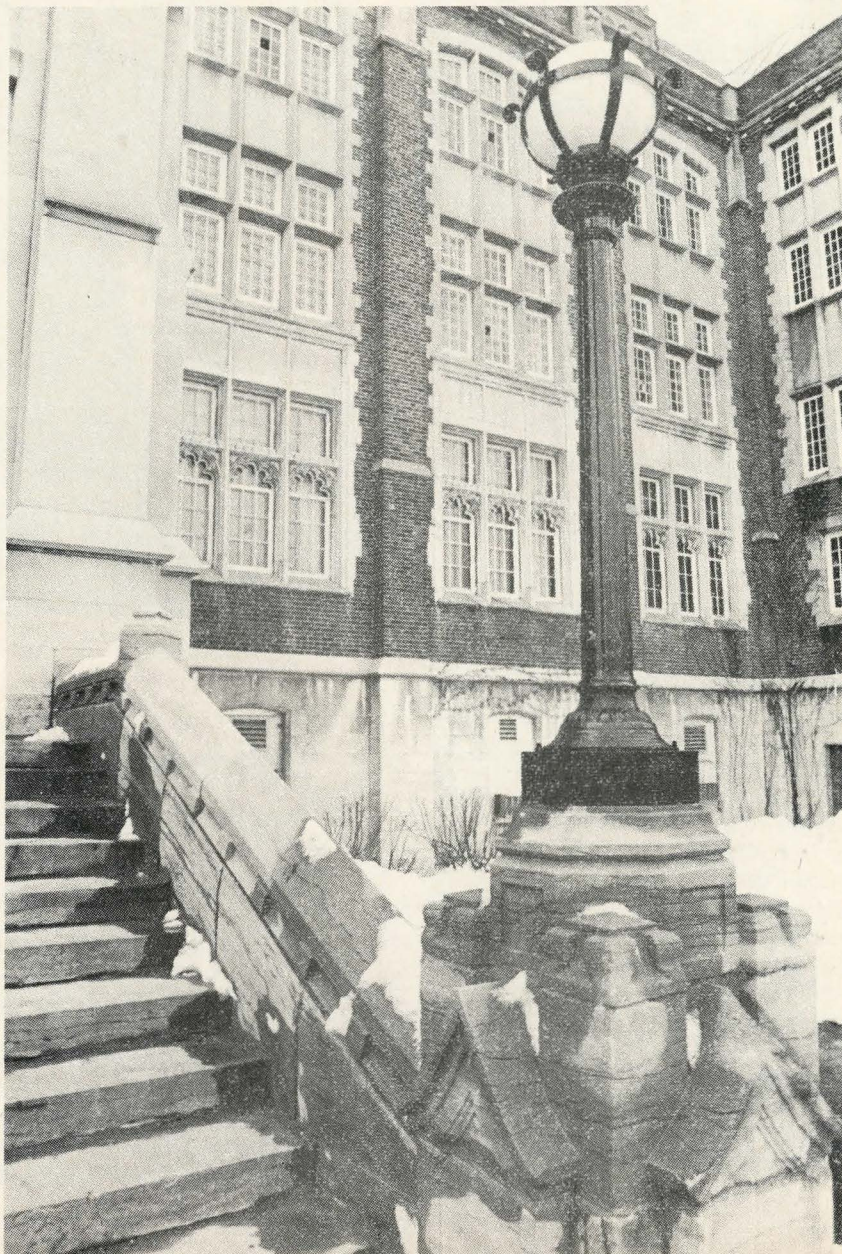
The management of change also requires close relations with those people outside who will employ the students we have trained and apply the knowledge we have developed. Several of the Concordia research and educational centres have advisory boards that take an active part in developing policy. We foresee an increase in this form of cooperation.

Two aims must be kept firmly in mind whatever financial problems may arise. The first is the defence of areas of research and teaching strength;

the second requirement is to remain accessible to the community. Budgetary restrictions have already imposed quotas at Concordia as at other universities, but we must do everything we can to keep our doors as wide open as possible to qualified applicants, especially to part-time, older students.

The Council of Universities, advisory body to the Minister of Education of Quebec, has written that: "The reasons for the existence or development of a university like Concordia goes beyond the services that it can render the anglophone

community, and its usefulness is not limited in any tied or exclusive way to the evolution of that community. In the eyes of the Council of Universities, before being an anglophone university, Concordia is a university, period, an institution devoted to the preservation, increase and transmission of learning. It serves those who knock at its door, whether they are anglophone, allophone or francophone". It is with determination to justify such confidence that Concordia faces the challenges ahead.



Profiles

1. Alumni show where we've come from

That Concordia is more than the sum of Loyola and Sir George Williams is plain for all to see. The new programs and colleges, the new combinations and innovations — the lively zeal for exploration that comes of a new partnership — continue to defy the pressure of recession and stagnation.

There is a freshness about the place. Maybe that isn't unique among universities, but it is undeniably an increasingly rare quality these days.

That said, the underlying strength of the partnership still comes of the two founding institutions and the kind of people who made each up. Since the new university's founding, Concordia's alumni magazine has profiled graduates of Loyola and Sir George Williams because, it was reasoned, to know these pre-Concordians was to learn about Concordia itself. The following excerpts from CONCORDIA UNIVERSITY MAGAZINE suggest Concordia comes from rich and colourful beginnings.

A career cop

Brian Sawyer (SGW Class of '60) once said that "police can't be on the vanguard because that would make them opinion makers, and they ought not to be." But Calgary's Chief Constable had come to Montreal for the annual meeting of Canada's chiefs of police to ask some hard questions about the future of police work:

To professionalize is to specialize, and the police role increasingly makes use of specialists. We have lab technicians, surveillance experts, computer people; and men who concern themselves in Alan Grant's felicitous phrase, with suite crime as opposed to street crime. But while parts of us become more specialized, street crime won't go away, nor will tavern brawls, neighbour disputes or the drinking driver. Without question, the generalist is essential if we are to continue to function. In fact, with people increasingly concerned more with their personal wants than their community responsibilities, the generalist policeman is needed more than ever.

We must be careful that we don't establish a reward system that induces everyone to want to

become a specialist. This is easier said than done, because the generalist role of the police, i.e., the patrol/traffic function, is stressful, sometimes boring and sometimes demeaning. The answer lies in providing an opportunity for the generalist to constantly upgrade his skills, and to provide a reward system which makes it an attractive career.



There's much more to think about. Who do you recruit, and how? Do you recruit to a generalist standard and hope that among the candidates there will be a sufficient number of potential specialists, the way we've done it up to now? As

specialist roles become more clearly defined and more complex, there will be increasing pressure to recruit to specific and different standards.

It's happening already. The police role used to include a lot of physical security work. But as cost and job preference escalated, interest in security work diminished, to the point where it has largely been taken over by private security firms. The question this raises, of course, is just what is police work, and what will it be 20 years hence? Will we have para-professionals, paid by the police, to do some of the boring detail work, much as doctors have nurses (and now, nurses have nurses aides)? Don't we already, when we use meter-men or commissionaires to hand out parking tickets?

At the other end of the scale, will we be recruiting lawyers, accountants, electronic engineers and the like to handle investigations and other parts of our business that are becoming increasingly complex?



A political thinker

Guy Joron (Loyola Class of '60) once described Loyola as "more open-minded than anything I had been to before." He had appeared in the alumni magazine as Quebec's energy minister debating the pros and cons of different power-generating schemes. But privately, he brooded over the future of a society over which individual citizens were losing control, and some of his thoughts were published in his book "Minimum Salary: One Million Dollars" (Musson):

We urgently need to reinstate those local levels of government that are closest to the people and that can give them as many opportunities as possible to make decisions and set up their own administrations — the smaller the

Continued ►

BUILDING • TOGETHER

From sport to publishing
Profiles 2: Students of talent

► Continued

organization, the stronger the feelings of belonging. The individual can then view public affairs as if they were his own affairs and will be much more willing to devote time and attention to them. At this level real and effective participation is still possible, otherwise it is seen as a trap, nothing but a phrase that attempts to be modern and democratic but ends up being meaningless. The inhabitants of one particular street can get very involved in the planting and upkeep of trees along their sidewalks but aren't too interested in discussing the development of a city with a population of three million people.

In order for individuals to make public affairs their own affair, their capacities, limits, and potential must be respected. An individual interested in active participation should be able to talk to a public official who can be identified, is responsible, and who is capable of dealing with at least the most basic questions himself without automatically having to refer to someone else who probably isn't there anyway.

It's difficult to carry on a dialogue with machines and systems when we don't know how they work; on the contrary, our natural instinct is to fight them. Our whole conception of public administration should therefore be reviewed. It's not sufficient just to appoint an ombudsman to "humanize" the system, as some people seem to think. The system will become human when it assumes certain human characteristics, that is to say, when it becomes approachable and presents an identifiable human face and when every private citizen will be able to have some influence on its behavior. Let the central authority set the standards, evolve the overall plan, supervise its application, and ensure that it is respected, but let the execution of the plan remain the responsibility of local authorities who respect the particular wishes of concerned groups and individuals.

A publishing dynamo

Fred Kerner (SGW Class of '42) once reported from the wheat fields of Saskatchewan for the college paper when Georgians joined with other students from across Canada in helping to bring in the war time harvests when domestic manpower was in short supply. He stayed in publishing, rising to the number two spot in *Canadian Press*, then working for publishers in New York, then heading the book division at Reader's

Digest, and then serving as publishing director at Harlequin Enterprises in Toronto where the magazine caught up with him. Publishing successes were an old story with Kerner, as many in the industry acknowledged, so — just for fun — could he think of a dud, a no-no, perhaps even a disaster from his past in the pressure cooker world of publishing?

■ may have set a trend for big ticket purchases we may all live to regret. (The remark is spark-



Change in sport

Bob Berry (Class of SGW '67), now coach of the Canadiens, was on a northern swing as coach of the Los Angeles Kings when he told the following to the Magazine.

■ grew up in an atmosphere where professional sports were much tougher, especially hockey. There were six teams then. Most people on the Canadiens and the Leafs came right from junior onto the big team. And there seemed to be a lot more intensity — the rivalries were stronger.

And trying to play hockey then, you patterned yourself after that type of thing. Certainly some of the things I did — if I had a college team and a player did that kind of thing, he wouldn't play for me.

I think winning is important, but I don't think winning at all costs is important. There's a line between being competitive and being silly.

ed by recent news of Mario Puzo's multi-million dollar deal with Putnam's.) I made the first \$100,000 purchase for *By Love Possessed*; a little more than \$100,000 for *Lolita*, \$400,000 for *Rise and Fall of the Third Reich* and \$325,000 for *The Man* by Irving Wallace.

There's a bomb — I thought of one for you. Bought from an outline of 325 words. I paid 1000 dollars a word. From an outline. A thousand dollars a word.

The Man just did not turn out to be a bestseller. I read this 325-word outline, Irving Wallace had a great track record, and if you remember the story at all, it's about a Black who becomes president of the United States, because the president is killed and by sheer, sheer accidental circumstances, the vice-president is killed within hours and the secretary of state under the law as it existed in those days becomes president, and he's Black. The U.S. has a Black president.

Now with the Black-White situation, and Wallace's ability to write sex, I thought, Wow! I published *Mandingo* at Fawcett and I thought everything goes — it's got to be!

I left Fawcett before it was written and when I read it in hardcover I thought... Oh God... Have I ever left Fawcett with a legacy! What a bomb! So I spent \$325,000 on a bomb.

I had to build Fawcett into number one and the way to do it was to come up with big titles and I had to come up with a major title every month and to have a major title every month I had to pay for it because the bidding was fast and furious among the major publishers. There it is. That's part of the free enterprise concept. You've got to take gambles, to gamble on something you think is worthwhile.

So I thought of a bomb for you — one that people will recognize.



A media star

When the magazine caught up with Hana Gartner (Loyola Class of '69), she was a co-host of the CBC's afternoon television program Take 30. At that time, Gartner, now on the network's Fifth Estate, described her session with Maureen McTeer just after the Conservative government's defeat.

The difficult part was her reputation. Unwarm, surly, aloof — could be snappy. And I'm walking into her house the day before she packs up and leaves, right after an election that her husband lost.

I thought...EEK! I knew she wanted a kind of Grace-Kelly-going-through-the-palace thing and I



suppose it's neat on a voyeuristic level to see the living room and to see what the Clark family did. But I wanted her signature — for her to talk about herself.

It was the initial contact that was going to be the hardest. I thought once that was overcome, I'd know how to play it. I don't give myself questions in order — I have to play the chemistry.

When I walked in, I started to talk about a law professor I knew she and my brother had in common. Then she blurted out "What an ass...!"

Then I thought that if the prime minister's wife could say a thing like that in front of the whole crew, we're okay. We had a good laugh.

Concordia's debaters behave more like athletes than an elite drawing-room set one associates with debate.

2. Students of talent and perseverance

Academically, Concordia students have held their own against the best schools in Canada. Statistics prove that. But raw talent and energy are more difficult to quantify, though we know that variations on the stories below are written every day at Concordia.

Razor sharp debaters

They grasp a question first time round. Their answers come back articulate, concise, but rarely mechanical: they have a sense of flair.

Such are the demands of intercollegiate parliamentary-style debating. To win, the debater must present a fool-proof argument on a topic he may have been handed only minutes in advance, and from a viewpoint he may not share. In a typical tournament, each team must speak for both government and opposition on the same resolution. It's not enough to demolish the opponent's case with facts, the winner must sway an audience with his style within a strict time limit.

In some ways Concordia's debaters behave more like athletes than the elite drawing-room set one associates with debate. A paid coach and two assistants put club members through their paces in weekly practice sessions. They compete, two to a team, in some 15 tournaments across Canada, in the U.S. and occasionally abroad in the course of a school year. Coach Peter Kirkpatrick would like to see students applying to Concordia for its debating much the way they might apply to Notre Dame for football.

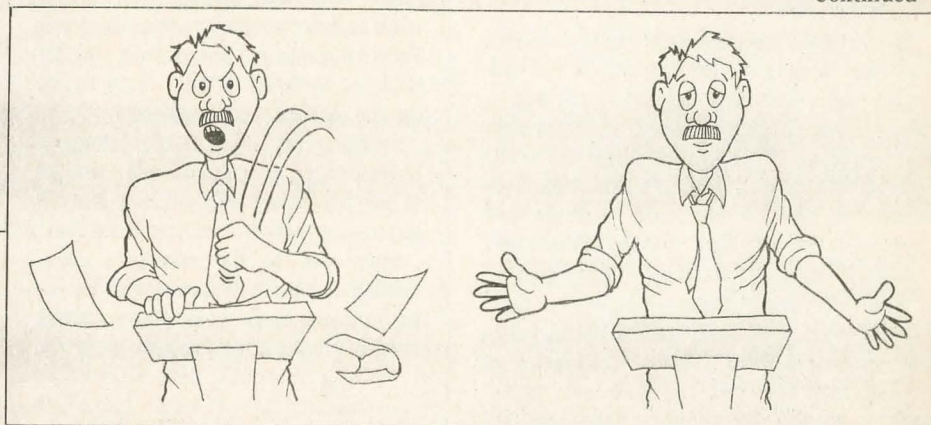
Kirkpatrick wants most to build up the group's contingent of world-class debaters. "No team in

North America has equalled them," says Kirkpatrick of CU's all-time crack team, Bonnie Honigh and Allan Patrick. They set a North American record in 1980 with 5 consecutive tournament wins, capped with a 2-week tour of Britain. Last season, 20 different Concordia debaters won tournament prizes, including 11 public speaking awards. Out of 11 tournament semifinals, Concordia teams went into seven finals and won six.

Coach Kirkpatrick says weekly sessions are a bit like group therapy. "In the debating room, anyone can say anything about anyone," all in the interests of constructive criticism. Most novices experience being laughed onto the floor and working up from there. But he urges members to direct their killer instincts to the outside competition. Advanced debaters scrutinize videotapes to help analyse their every twitch.

The coach keeps voluminous records of every debater's progress, with his comments on the various facets of their performances. One of his biggest sources of pride was "a wrestler, a real jock" who literally stumbled onto debating on a somewhat drunken spree and later surprised everyone with his success at it. That, to Kirkpatrick, was a "personal success: to be able to

Continued ►



BUILDING • TOGETHER

The rewards of effort Profiles 3: The faculty's special contribution

put someone in a world that was absolutely foreign to him."

Combining people into the best possible team is another important task for the coach. Generally one teammate is strong on content, the other on style. Often it's a matter of "who looks good together". Kirkpatrick says male-female teams are ideal because "most judges seem to see two women as screechy". He's convinced accents are a decisive factor in an international tournament: "If it's held in Canada, an Australian or Scottish or Irish accent will win. Canadians do well in Britain."

Against all odds

Nothing exemplifies the Concordia spirit more than the person who crashes through any obstacle standing between him and an education. Most of us would have found Judy Carruthers' situation daunting but for her, it was just another bend in the road.

The week I signed up for university (after harassing the Guidance people to a frazzle with my insecurities and dumb questions) we had to move to a very cheap apartment. It was too noisy to cry yourself to sleep in, let alone study and the children were terrified of the local bullies. When the opportunity to take over and manage a coin wash came up I grabbed at it. It came with a cheap apartment upstairs... two whole floors to ramble around in and a fireplace! But, things often are not what they seem, are they? Did I even need to mention that? To avoid risking a lawsuit, suffice it to say "Things didn't work out." I ended up on crutches the day the old boiler blew. To keep from getting a worse scalding, I had jumped out of the way and pulled an Achilles tendon. Exam week.

We found a third place in 24 hours. I did. It's hard sometimes to stop saying "we". It was mid-winter, and friends came from all over to help us move into the brightest, cleanest, cheeriest place we've ever had... across from a park and run by a conscientious and human caretaker. I was even allowed to sign my own lease... in my own name! (I do live in Quebec, you see, so that's very unusual, especially if you live on child-support).

Those were pretty major events, weren't they? Moving three times in six months, during exams and on crutches, and whatnot. Interspersed, of course, were the usual run-of-the-mill "Mom" stuff... my son, the asthmatic, was recovering

from an attack one night in the observation unit of the Montreal Children's Hospital. The doctor had just said we could leave. 3 a.m. My 2-year-old daughter was deliriously exhausted. She tripped and fell, ending up in the surgical unit getting stitches in her head. The cat ate the hamster while we were gone. Oh, yeah, that was the night the big hockey game was on at the Forum and the streets



Thanks? You bet! Thanks for not falling apart, thanks for the pride in your kids' eyes when you flash your first "A".

Quick thinking

Concordia has a student hero in Kevin Sutton, a varsity football player, who grabbed a rifle from a man accused of murder, chased and brought him to heel in Toronto.

All this was told to Ontario Supreme Court. Sutton was walking with a friend when he heard screaming across the street. They ran across and discovered a jeweller wrestling with an assailant who subsequently shot the merchant dead.

Sutton and his friend chased the assailant down an alley, over a fence and managed to grab him before he could jump into the getaway car, which sped from the scene.

Sutton sat on the assailant's chest, holding a pocket knife to his throat, declining his invitation to "go for a brew and talk about it." Police arrived to make the arrest.

were blocked off, and I had to go through the police barricades to even get to the hospital in the first place... with an irate fan spitting on my windshield for half a block. He was spreadeagled over the hood. But that doesn't really have much to do with university and Academia and tree-lined campuses and all that good stuff, so we'll forget about that. But it does fall into the fairly predictable category, at least for single moms.

Lots of things are predictable. My old car died shortly after the hamster passed on, but thankfully we were able to scrounge up another one for \$200. All that was left. The government decided to turn down my application for a loan this year, negating any chance of receiving a bursary. That's kind of a funny story too. They gave a loan last year, my first year, but this year... no deal. They said I made too much. They also said alimony and child-support were not considered income. I made \$2000 less of whatever it is they don't call income than I did the year they did grace me with a student loan. (I never know where the extras will come from, like tuition, winter clothes, Christmas gifts. Funny, though, when you are trying to help yourself, more than you'd ever imagine will be "provided". I pray a lot.) But there I go again, off on a tangent. Anyway, the car was a smaller one, and easier to drive, which was a great help when I had the big bulky burn dressing. Oh, I managed to come up with 1st, 2nd and 3rd degree burns to my chest and tummy from scalding milk, somewhere in there... between term papers.

You can find the time. You can study through measles, burn dressings, crutches, moving days, broken-hearted dead love affairs and laundry days and still have enough energy to say a prayer of thanks.

Thanks?

You bet!

Thanks for not falling apart.

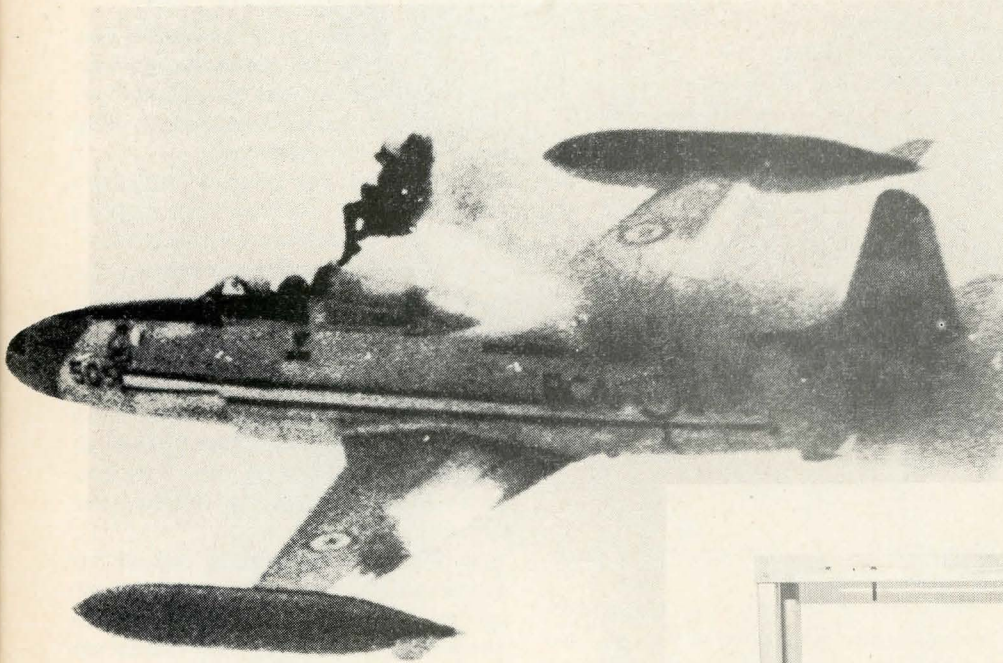
Thanks for the pride in your kids' eyes when you flash your first "A".

Thanks for the chance of a real future... independent, vibrant and challenging and the chance to gain the tools to meet that challenge.

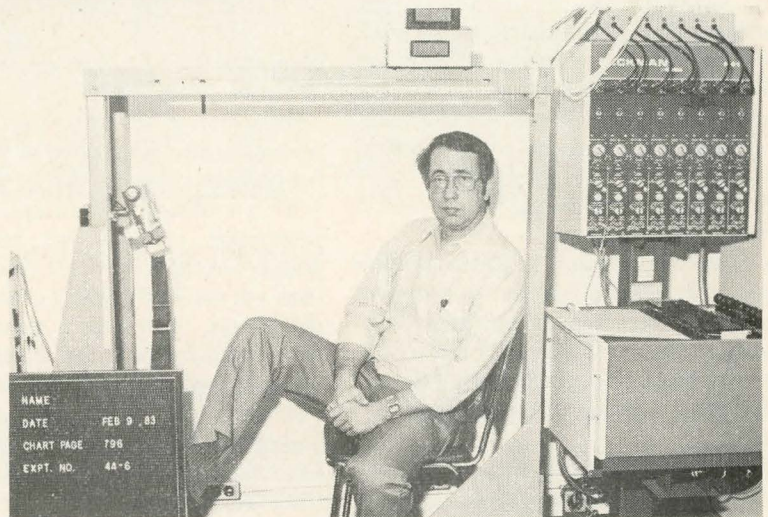
Thanks, God... for helping me to maintain an "A" average in full-time Honours English.

Thanks, God... for a new life.

Canadian Forces Photo



MAJOR PROBLEM: Nearly a third of pilots who eject from jet aircraft kill themselves. The U.S. Air Force gave Concordia's Serge Gracovetsky (inset) \$200,000 to help find a way to solve the problem. Above, a CAF T-33 trainer.



cond to escape death," says electrical engineering professor Serge Gracovetsky.

"The guy is sitting on the back of a rocket and once he gets out he's hit by the wind blast. It can be so strong that it lifts up his head and breaks his neck. It's a very hairy problem. You are talking about phenomena at very high speeds for which we are not designed," he says.

"The pilot leaves the aircraft more or less as he is — and that's not necessarily in an optimum seating position. Frequently, his spine snaps," he says.

Gracovetsky has just completed a two-year \$200,000 research project for the United States Air Force, trying to explain the grisly statistics of fighter pilot ejection. Working with Dr. Harry Far-

3. Faculty who enrich our community

It might be detecting predictors of schizophrenia. Or exploring the therapeutic aspects of artistic expression. Every day, Concordia faculty members converge on the university to make our community richer, safer and better. Better ecologically, better culturally, better technologically. Of countless stories, here are three excerpted from CONCORDIA UNIVERSITY MAGAZINE.

Reducing a deadly percentage

More than 30 percent of pilots bailing out of doomed fighter aircraft are killed by the ejection blast alone.

More than 30 percent more are injured, often

severely with limbs torn off or paralyzed with broken backs. "It's a matter of a fraction of a second to escape death," says electrical engineering professor Serge Gracovetsky.

severely with limbs torn off or paralyzed with broken backs. "It's a matter of a fraction of a se-

fan, an orthopaedic surgeon at St. Mary's Hospital and Concordia research associate Christopher Helleur, he has come up with possible solutions.

One problem is that the body cannot react fast enough to the decision to bail out. "One idea we have is that by planting electrodes on the back of the pilot's neck, the muscles that activate the body to an optimum seating position can be fired by the ejection system itself — completely bypassing the central nervous system," he says.

Another method is to modify the seating position so that it will eliminate the back-breaking sheer between the atlas and the axis vertebrae directly beneath the skull. "What we have done is define the conditions that cervical spine must have to improve its chances of survival," he says.

Continued ►

BUILDING • TOGETHER

A promising second debut
The fight to save our woodlands

► Continued

"There can be no sheer. We have sorted out what those conditions are and we have sorted out the conditions of survivability."

Researchers have been distressed by the fact that men are dying after getting only 12 Gs (12 times the force of gravitational pull) of acceleration while calculations show they can survive more than 50 Gs. "Monkeys have survived 100 Gs," Gracovetsky says. "There is no obvious reason why they are limited to 15Gs. The percentage of death in ejection is simply too high."

Conducting tests on 25 volunteers, Gracovetsky's team has determined how muscles react. "It was an experiment to apply force of a known magnitude and direction on the heads of volunteers," he says.

"We used eight pairs of electrodes on eight muscles," he says. "Each pair allows you to see each muscle clearly. We made a mathematical analysis first and we mathematically described what happens in the neck and then we matched the mathematical description with the experiment," he says.

The entire theoretical package was delivered to the USAF three months ago.

In theory, he says that "The pilot will have a harness to his neck with electrodes on his neck or spine. The problem is to convince people to do these things. No one will go into a 10 or 20 G situation for the fun of it. You cannot simply grab a guy off the street. There are ethical considerations," he says.

To prove the study's conclusions, the USAF will have to conduct more experiments. "There are animal experiments to be done," he says. "You must grab a monkey and do it. But we're talking about a \$1 million experiment. It involves a lot of animals. It involves a lot of surgical procedures. You have to have a crash site — everything must be prepared."

Not teaching, but reading

Until *The Stories of Elizabeth Spencer* was published by Doubleday last year, Elizabeth Spencer, despite a large American following, lived virtually unknown in Canada for nearly 30 years. She had published seven novels, five with McGraw-Hill. One of them, *The Light in the Piazza*, became a successful movie in the early sixties and was a Christmastime television staple until a couple of years ago. Dozens of her short

stories had appeared in *The New Yorker*, *Atlantic*, *McCall's*, *Chatelaine*, and numerous literary journals. Still, her name meant little in Canada, save to fellow writers and a scattered readership. And to



her creative writing students at Concordia, where she has taught since 1976.

The majority of her Southern stories were written here, some of them nearly 40 years removed from the experiences that inspired them. Evidently this is no obstacle — her fictional rural South is photographic in detail and her characters' dialogue rings as true as a tape recording. "I don't think you ever lose anything in your memory," she declares. "If someone or something hits the nerve that recharges all that, it's all there." Her voice is as Southern as the day she left Mississippi.

Elizabeth Spencer had taught once at the University of Mississippi and she initially came to Concordia English Department to fill in for writer Clark Blaise who went on leave. Blaise eventually left and she stayed.

"I don't think I am a teacher," she says modestly, "but at least I can read their work and tell them what their strong points and weak points are; and I think that's why these seminars are important for young writers. Someone said that writing can't be taught but it can be learned, and I think that's true."

Teaching marked her second debut at Concordia. Unlikely as it may seem, she describes her first like that of thousands of other Montrealers. "For a while I thought, 'Okay, I've come to Canada and I'm going to be a housewife' and I enjoyed it for awhile. And then I thought 'Am I going to be just a housewife?' I was writing a lot, I had friends and we had a social life; but somehow that wasn't enough."

She enrolled as an evening student at Sir George Williams.

A budworm's diet preferences

The spruce budworm is an innocuous looking caterpillar that measures an inch long. But every year it destroys vast quantities of timber in eastern Canada and the United States by eating the needles of spruce and fir trees.

Biology professor Paul Albert is conducting a study to find out why this insect feeds on spruces and firs. Since the budworm has taste receptors, by feeding it the chemical components of spruce and fir needles, he can determine the specific chemicals the insects prefers.

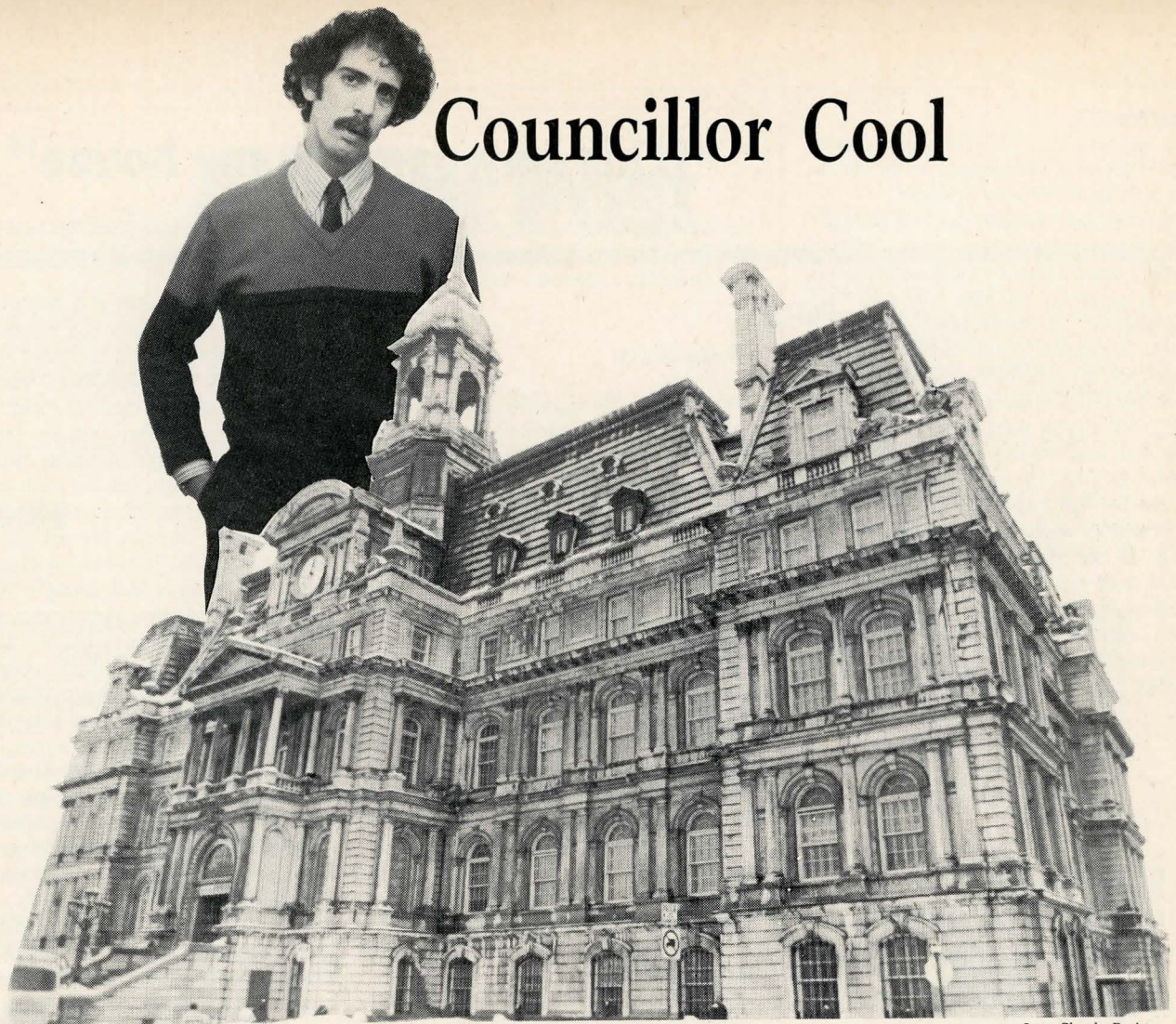
Albert places a newly hatched budworm larva in a small dish and surrounds it with filter paper discs that are impregnated with either water or a single chemical component. After 24 hours he checks to see which discs are eaten. If the larva has an aversion to the chemical, it will only eat the water discs.

Once Albert isolates a particular chemical that the insect prefers, he repeats the above procedure. Only this time he omits the water and feeds the larva the same chemical from three different tree species. So far he's discovered that the chemicals of the balsam spruce and white fir needles elicit more feeding than the chemicals from any other trees.

The spruce budworm only eats the developing needles of spruce and fir trees. Albert's research suggests that it has an aversion to the chemical composition of older needles. He hopes to eventually determine the specific chemicals in the older needles that the insect dislikes.

In theory, these chemicals could be sprayed on foliage to inhibit the budworm from feeding. Unlike insecticides now being used, they are naturally occurring compounds and would not harm plant or animal life.

If you would like more information on the Concordia Capital Campaign, please write to the address listed on the back cover.



Jean Claude Basire

Councillor Cool

Alumnus Marvin Rotrand isn't surprised at winning a council seat.
"Just relieved."

BY STEPHEN BLOCK

THE CHAIRS ARE arranged in a semi-circle in preparation for a news conference at the headquarters of the Montreal Citizens Movement. The M.C.M. has been running a campaign, accusing the Drapeau administration of negligence in not informing citizens on changes in water taxes. Leading the campaign is Arnold Bennett, and former Concordia student Marvin Rotrand. Elected last November when the M.C.M. took fifteen opposition seats, Rotrand wastes no time getting into the public eye.

Right after the conference, Rotrand strides over to the phone and calls a local T.V. station. "Hey, where were you guys this afternoon?" he asks a reporter. "I think this is an issue that people should be informed about..." One can tell that he (and his colleagues) are very much engrossed in this particular project.

Rotrand, a history major at Sir George Williams from 1968 until his graduation in 1972, says he first became interested in politics in his senior year in high school. "I had this vague feeling of

unease about the Vietnam war, but it was not too well articulated at that time."

He became involved in municipal politics in 1977. "At that time I was convinced that one of the most effective ways of making our society more democratic, was to have more and more people involved on a grass roots level." Rotrand decided to take his own advice and became interested in community projects in Snowdon and Côte des Neiges.

As Rotrand became more active in tenants' and transportation issues, his presence came to the attention of the local M.C.M. executive. "I was asked to serve on the executive of the Snowdon-Côte des Neiges district," Rotrand recalls, and eventually was elected president of the district. After proving himself to be an effective leader, he was approached by party members to run as a candidate.

Was he surprised at knocking out incumbent Gerry Snyder? "Well actually more relieved than surprised," says Rotrand. "I was relieved in the sense that they had not stuffed the ballot boxes," Rotrand blurts out only half jokingly. "We had ex-

pected to win a long time beforehand, because we had done the only work in the district over the previous four year period." But Rotrand points out that he could not believe that the civic Party would take the possibility of Snyder's defeat lying down. As it turned out, they ran an exemplarily honest campaign, he says, but the fear was constantly there that at the last moment, his opponent would not play by the rules. "We were relieved when the results came in and there were no shenanigans."

Rotrand says his life has changed dramatically since November fourteenth. "I get a lot less sleep now," he muses. "We have many senior citizens in my area, and I'm constantly being called for information about rental issues, and community projects." Rotrand says he regularly testifies on behalf of his constituents at the rental board, and spends much of his time helping people iron out tax problems.

On top of his new life as a politician, Rotrand is a teacher, and he describes himself as a unionist. He puts in his share of time on the picket lines

Continued ►

► Continued

with his wife Jacqueline Wall who is also active in the teachers' union, as negotiator for the Provincial Association of Protestant Teachers.

But the most interesting way in which Rotrand's life has changed: "The things I say now seem to carry more weight. They are the same things I've always been saying, but now, magically, they have credibility." Rotrand believes that "it is a particular affectation of our media, that individuals who are seriously involved in political work are not seriously looked upon."

Where will Marvin Rotrand, successful politician, go from here? He has trouble separating his goals from the goals of his party. "We hope to take power in City Hall, and completely democratize the structures of municipal government."

While we are talking, Arnold Bennett approaches and questions Rotrand about the distribution of their new water tax pamphlets. Rotrand interrupts the interview to discuss strategy with Bennett. "We have about 20,000 pamphlets," Bennett says. "How many do you

Community councils are crucial to economic and social development: "Only then will neighbourhoods be run for the benefit of citizens."

want?" "How about two thousand," answers Rotrand. "Can you spare that many?" In the end he carries off three large boxes filled with leaflets on water tax that he will be handing out personally to his constituents.

Getting back to the interview I ask Rotrand again what the future holds for him in politics. "I don't consider what I'm doing at city hall a career," Rotrand says. "It's a political decision taken through a sense of dedication to the goals and to the type of society that I hope some day will come about." What kind of society that is, Rotrand says, can be seen in the work he did in the four years that led up to his election. "The 65 bus issue, the water tax issue, Bill 57, senior citizens' housing, all these proposed changes can only come about through opposition to the vested interests who now control city hall," according to Rotrand.

Rotrand sees the formation of community councils as being crucial to the economic and social development of neighbourhoods. This he says will ultimately affect the quality of life of every citizen in a way that no other change will. "Only then," says Rotrand, "will neighbourhoods be run for the benefit of citizens."

"This guy came to my house"

On class assignment, first year journalism student Ken Briscoe watched election night proceedings at Marvin Rotrand's committee room:

BY KEN BRISCOE

WINNING IS WHAT it's all about and that's exactly what Marvin Rotrand, the Montreal Citizens' Movement candidate for Snowdon, did election night. He took 51 of 53 polls from incumbent Gerry Snyder, a member of Mayor Jean Drapeau's executive committee and a Civic Party city councillor for 25 years.

Rotrand, a tall, lean, 32-year-old high school teacher with dark curly hair and a thick moustache, had conducted an exhaustive campaign. His team canvassed all of district 50 and Rotrand did more than half the district himself.

Looking both exhausted and exhilarated, the new city councillor elect stood propped against his desk while co-workers, friends, and well-wishers congratulated him.

How did Rotrand, president of the Snowdon-Côte des Neiges chapter of the MCM, feel about his win? "Somewhat elated," he said, trying to contain himself, "but not surprised."

His mother and father stood by, obviously the proud parents. A young man, flamboyantly dressed, walked up Rotrand's father and said: "I'm sorry to rub it in but a year ago you said it was a bad idea for your son to go into politics." The father just smiled.

A man in a purple football coat hugged Rotrand and said: "Nothing against Gerry Snyder, he's a great guy. I've known him since I was a kid but it was time for a change. Gerry Snyder never came to my house."

"This man," he said, pointing at a near empty wine bottle at Rotrand, "this guy came to my house."

"We took it by a margin of two to one," Rotrand said, rushing over to a multi-colored poll chart on the wall. Poll 33 showed Rotrand had taken 100 votes while MAG candidate Huguette Bryniawski had 12, and Gerry Snyder of the Civic Party had 33. The poll, typical of most, revealed a landslide. Rotrand's wife Jacqueline, came into the room and announced, "Doré has lost in his district." A silence fell over the room. Rotrand said MCM mayoralty candidate Jean Doré would still stay around and would be back strong in the next election. Then there was a great commotion in the next room. Everyone rushed into this tiny room with paint-splattered floors, a bare window, and two small, black-and-white televisions. One of the televisions had a shirt hanger as an antenna.

The commotion was over Bob Keaton's appearance on TV trying to explain MAG's defeat. The TV sets could not be heard over the comments of this crowd of 40 people or more crammed into this tiny room. "Tell 'em Bob" one yelled.

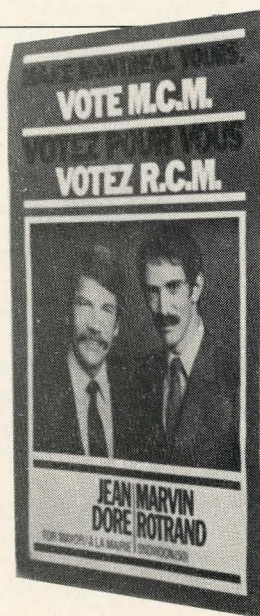
A man came charging in. "What did I tell you, Marvin? Go door to door," he said. Rotrand shook his head in resignation. The phone rang and Rotrand's wife answered it. "It's your brother," she said, handing him the receiver. "I creamed him," he said into the phone in a controlled tone of voice.

Why did he think he'd won? "The MCM is the only democratic and community-based party," he said. "It knows the issues and has been building for four years. This is only the beginning."

Does he seem like a wide-eyed idealist? Rotrand says that politics on the municipal level is potentially the most democratic. Strong community involvements in issues concerning the day-to-day quality of life of ordinary citizens make for the possibility of popular intervention on the municipal level.

Does Rotrand look to bigger political leagues? "Hell no," he says. He prefers the fight for political change on the local level. He hopes to be a poll around which citizens in his neighbourhood can gather and discuss issues.

As he loads what had become 4,000 leaflets into the rear of his new stationwagon, Rotrand seems oblivious to the changes that have taken place in his life recently. The political work continues, as does the simple dedication. There are no other goals in sight. Who says arts majors don't live in the here and now?



Alumni Post

Loyola Alumni Association
4141 Sherbrooke Street West
Montreal, Quebec H4B 1R6
(514) 482-0320

Sir George Williams Alumni Association
1455 De Maisonneuve Blvd. West
Montreal, Quebec H3G 1M8
(514) 879-5898

People

'50s

Tony Marciano (SGW Sc. '55) is director, corporate development at Saputo Cheese Limited, in Montreal.

Al Mikalachki (SGW Comm. '58), associate dean at the University of Western Ontario's School of Business Administration, just completed a monograph with Jeffrey Gandz. It's titled "Managing Absenteeism".

James McBride (SGW Arts '59) has been reelected for another five-year term as Executive Director of the Canadian Bureau of International Education.

'60s

Patrick Michaud (L Arts '68) was married to Maritza Mirabel on January 22nd in Miami.

Don Heffernan (L Comm. '68) married **Barbara Bennett** (L Sc. '69) on December 11, in California.

Andre Brien (SGW Comm. '62) became "the first French Canadian to head General Motors of Canada's automotive assembly operations in Quebec," said GM in a statement last November. Brien has been with the automaker for 20 years before taking full charge of the huge St. Thérèse complex.

Ronald Clark (SGW Comm.) was appointed advertising sales manager of *The Spectator*, Southam's Hamilton newspaper. He had started with the Southam group in Montreal at *The Gazette*.

Keith Greig (SGW Comm. '82) was appointed VP Finance/Administration at Schering Canada in February. He held a number of administration posts in the company's Canadian operations since joining the Pointe Claire-based firm in 1966.

Milan Moravec (SGW Comm. '61) reports that he's been living in Saudi Arabia for the last three years. The

OLD LINE-UP, NEW SPIRIT: No one forgets the Warriors of '62, least of all the Warriors in question. They won the Ottawa-St. Lawrence Conference championship and some of them converged on the Montreal Amateur Athletic Association to celebrate their 20th last November.

TONIGHT'S STARTING LINE-UP

Bob Bourgault
Ross Brady
Peter Connolly
Bill Costello
Larry Cullen
Kevin Danaher
Ed Giardino
Peter Howlett
Bob Johansson
John Hogan
Mike Kostin
Rick McConomy
David McNinch
Irv Narvey
Jim Newman
John Novosad
Paul St. George
Peter Shea
Pierre Trudel
Ed Zegray

A.W.O.L.

Al Grazes
Maurice Colson
Mike Green
Murray Orlando
John McCallum
George Poirier
Mike Walsh
Jackson Mathieu
Denis Burns
Don Vertolli
Paul Watt
Pablo Maidaniv

HEAD COACH
JACK R. KENNEDY, Ph.D.

MGR.
MIKE MACEY

Loyola Warriors
1962 - OSLC CHAMPIONS

20th
ANNIVERSARY REUNION

M.A.A.A. - NOV. 12, 1982
GRAND ORGANIZER - PETER SHEA
LEGAL COUNSEL - DAVID "Butch" McININCH

SPIRITUAL ADVISOR
BERNIE YOUNG
(on loan from the Chomedey Vikings)

PRINTING
GEORGE LACKENBAUER

one-time Alumni Award of Merit Winner has company in his wife Margaret and sons, Dorrin and Todd. Milan is a technical advisor there.

'60s/'70s

Son Derek was born to Beverley Parks and **Danny McCann** (L Arts '70), making a brother for Lauren. Thanks to

Dr. Vince Scali (L Arts '67) and staff at the Royal Victoria Hospital.

'70s

Daniel Phee (Con Comm.) has joined Misener Shipping as Quebec region sales manager, after several years in the industry in roles ranging from sales

Continued ►

► Continued

and traffic to customer services. Between Air Canada's seat sale and the Crow.

Anthony Pollard (L Arts '76) must have his hands full. He is currently special assistant to Transport Minister Jean-Luc Pepin.

Betty Dalrymple-Eadie (BA '75) and **Charles Eadie** (SGW BSc '74) proudly announce the birth of a daughter, Robin Elizabeth Anne. The family lives in Cornwall, Ont.

Irwin Nayer (Comm. '76) reports that he's living in Mississauga and working in nearby Oakville, as vice-president, finance, with Design Dynamics Limited. Last May was particularly eventful — his son, a first, was born.

'80s

Adam Fung (Con Comm. '82) has joined Wah Shing Broadcasting Limited in Montreal.

Nell Finestone (Con Comm. '82), a former president of the Commerce Students' Association, has moved to California as assistant production manager at Sunkist Growers Corporation.

Found:

Dr. Nora E. McCardell (A '58), now Executive Director of Educational & Student Services at the Welland Campus of Niagara College.

Deaths

Archibald MacDonald (L Arts '26) died in Montreal after a long illness. A lawyer, he devoted his life to campaigning against cruelty to animals whom he called "the voiceless and the helpless." A foundation was established to continue this work, the A.J. MacDonald Foundation for Animal Welfare, in Laval.

Albert E. Wiggins (L Arts '26).

Ronald McIntosh (L Arts '68), 38, died in Sudbury. He is survived by his wife, Myfawny (Muffie Crerar) and a son, Michael.

John Humchack (SGW Comm. '57) died in July, in Montreal.

Edwin Twaddle (SGW Sc. '64) in April.

David L'Esperence (SGW Arts '62) died after a brief illness February 17, in Toronto.



Hockey alumni great success

Regardless of what the Concordia Stingers Varsity hockey team does the rest of 1983, this season will be remembered as the one that launched the annual alumni hockey game. Added as a feature of the Micron Tournament, the alumni get-together featured a reunion, a breakfast and the Warrior-Georgian game.

The two day event attracted nearly 50 former Sir George, Loyola and Concordia players. Stars included such notables as Larry Carriere, Alex Matthews, Ricky Moore, Mark Shewchuk and Randy Mohns to name just a few. The Georgians (bolstered by a couple of Warriors) won the game 7-4, but that

really didn't matter as participants were there to renew acquaintances, and rivalries and to get involved with the Concordia hockey program which today carries on the proud traditions built by Loyola and Sir George.

The Alumni weekend was organized by the newly formed Stinger hockey advisory board and booster club. The board is already looking forward to next year and hopes to attract even more hockey alumni to what has now become an annual happening.

If you are a former Loyola Warrior, Sir George Williams Georgian or Concordia Stinger and you want more information on joining the booster club or participating in next year's event call the advisory board chairman, John O'Hanley at 879-8114. It's an experience you won't want to miss.



Century Club

Members donate \$100. or more to the Alumni Fund to cover costs of scholarship and other programs not funded by government. For more information, please contact the SGW Alumni Office. The address is listed on page 27.

Loyola's Maroons vs. The Mustangs in 1927

Probably few realized it but when Concordia's Stingers did battle with Western Ontario's Mustangs last November, the teams were repeating an exercise that hadn't been seen in London, Ontario since 1927. *Free Press* reporter Clare Dear picks up the story:

Two Londoners recall that game — from different sides of the line.

Harold McCarrey was the Loyola snap (centre) that afternoon at Western; Angus (Banty) McLachlin, who went on to become a prominent London surgeon, was an end wing and flying wing.

McLachlin weighed in at about 165 pounds that day. "I was pretty big for that position," he recalls.

Details of the actual play are a bit sketchy in the minds of both men now. What they do remember most was the good times surrounding the game.

Loyola was a Jesuit school and when the Maroons came to London, Bishop Fallon, who's demonstrated some football prowess himself when he attended Ottawa College, invited the whole team to the fledgling St. Peter's Seminary for dinner.

"We were heroes that day . . . they threw a big banquet for the team," McCarrey recalls.

The social times stick out in McLachlin's mind too.

"We got on very well with Loyola. I remember the fun it was being able to play a team from a long ways away, then going there to Montreal ourselves. This was our first real road trip."

The Loyola yearbook of the day said, "from the first to final whistle the spectators were furnished with a fine brand of fast, open football in which extension plays and the aerial game predominated."

Both recall the turnout, listed at over 3,000, that day at "the university oval." There was no stadium then, just the playing field, "and one building on the campus," says McCarrey.

"It wasn't unusual to have big crowds here because it was pretty well the only game around," McLachlin noted.

The final score that afternoon? 7-1 Western.

Leonda S. Adler
Gwynneth A. Allen
George Anderson
Robert T. Ayers
G.N. Barker
Nathan Berkson
Sheina Bigman
Vernon H. Bonyun
James Bouchard
D. Broh
Gerald Bronfman
Marjorie Bronfman

Harriet E. Campbell
Stanley Chassagne
George Christie Sr.
Roger V. Colas
John L. Converse
V.W. Davies
Susanne & Serge Del Rio
Bernard K. Dertinger
Norman Dickinson
Samuel E. Eason
John Economides

Vladdy Filipovich
Bernard J. Finestone
James C. Finnie
Joseph Roy Firth
Magnus Flynn
T.F. Hawitt
John S. Harrison
M. Garret Herman
Thomas A. Hillman
Vivian M. Janes
Robert Jones

Robert Kahan
Morton A. Katz
Fred Kerner
Robert Lambertucci
Louise Lessard
Norman Manson
Jacques H. Marleau
Catharine C. McCormick
H. Stuart McEvoy
Desmond McLaughlin
Katherine Morrison
Nyuk K. Keong Ng

Elizabeth Ostro
Solomon Ostro
Irene Olzewski
Michael Park
James Peffers
Donald G. Regan
Joan Richardson-Flynn
Elinor Roast
A.B. Robinson
Frank Royle
John Ryan
Dr. Peter Scherzer
Stanley L. Selinger
Ernest Shapiro
Joan E. Spindler
Murray, Mireille, Lewis
Steinberg
Cornelis J. Struyk
Romi Szawloski
Allan Tannenbaum
Donald M. Thomas
Frederick R. Von Veh
Jonathan Wener
Frederick W.H. Wilkes

Growing Up Jewish: Author's Perspective

Last December, I walked into room 762 in the Hall Building to attend a lecture entitled "Growing Up Jewish". The lecturer was Mrs. Lea Rosenberg, and she was going to talk about her recently published novel "The Errand Runner". I was in terrible shape physically as well as emotionally and so I was almost defiantly daring the lecturer to entertain and interest me.

I have been a teacher for 18 years, and so I know what lectures are all about, or at least I thought I did — until I ran into Mrs. Rosenberg. She was introduced by Mollie Nadler (A'75) and when she started to speak it was obvious that she was not a trained lecturer. "Why do they do this?" I thought. "Why do they invite us to come to a lecture where the lecturer is not a professional and isn't capable of presenting us with a neatly structured talk, full of facts of information?" I considered leaving, but decided against it. I'm glad of my decision.

As soon as I allowed myself to listen to her intently, Lea hooked me. She spoke flowingly and glowingly of her childhood in the home of her Rabbi father. She told of the arguments, the religion, the holiday preparations, and the day to day events that made up the life of the daughter of a leader of the Jewish community in Toronto. She

spoke of the frustration a little child experiences when trying to make sense of such insanity — and she told of the sheer joy she felt as she played the role of "Shamus" (errand runner) at the synagogue. Lea's deepest joy came from the knowledge that she was helping her God; and she was doing this by helping her father.

Lea related anecdotes about her brother, (who is also a Rabbi), about her sisters, and about the people she met through their contacts with the other members of her family. All the anecdotes were told lovingly. She has the skill to gracefully charm her listeners on board the imagery carpet she weaves with her words, and I took very little time to realize that hers must be one of those that grabs you and holds you; for the power of Lea Rosenberg's storytelling is a gentle, easy-to-trust power. She is truly a lovely woman. I'm glad I met her and most of all, I'm glad that she's writing books; for people like Lea, with a love for humanity and beauty in their souls must share with lesser mortals the strength such loving brings.

Mrs. Rosenberg's lecture was the highlight of my week—for when I left, I felt that someone had been talking intimately to me for an hour — not lecturing to a room full of inanimate objects. The time spent in that room had been a delightful sharing experience for those who were smart enough to attend. **Tammy Bailis (MTM '77)**

Fr. McLarnon night

Prior to the Concordia/McGill men's basketball game on February 15th, the department of Physical Education and Athletics of Concordia University paid tribute to Father Daniel H. McLarnon, S.J. on the occasion of his 70th birthday.

Father McLarnon, a former treasurer of Loyola College, has been a staunch and loyal follower of the Loyola Warriors and Concordia Stingers varsity teams, through the years.

A Jesuit for 41 years, Father McLarnon was recognized personally and as a symbol of the support given to Loyola/Concordia athletics, from within the Jesuit community.

Anastasios Papademetriou (Ernie Brown)

Georgians join with the Greek Community, and members of the family in mourning the passing of Ernie "Tass" Brown on February 19, 1983.

A distinguished alumnus, Ernie was a former intercollegiate basketball player who graduated from Sir George Williams with a Bachelor of Commerce Degree in 1950. Following graduation, the ever hard-working Ernie Brown became involved in the Alumni Program and was first elected to the Board of Directors in 1963. Subsequently, he became 2nd Vice-President in 1972, and 1st Vice-President in 1974. He was a member of the Century Club.

Ernie was a popular member of the Greek Community and well-known professionally in the floral industry for his involvement with Dominion Floral Company and as co-owner of Mount Bruno Floral. In these capacities, he pioneered in the field of artificial lighting for plants.

Our deepest sympathy is extended to his wife, his three children, his mother and father and his three sisters on their loss. To us, he was a true and loyal friend who will be surely missed.

Magnus Flynn C'49

SGW Fund Raising

As of March 4, the Early Bird mailing at the beginning of October and a follow-up mailing in late January had brought in a total of \$54,244.94 from 1,884 contributors — for an average gift of \$28.79. Last year's figures at the same time were \$52,196.93 from 1,899 donors — average gift \$27.49.

Loyola Alumni Committee Program Participation Form

Dear Graduate:

Your Loyola Alumni Association is currently offering a variety of traditional activities and is in the process of expanding its program. More and more Alumni(ae) return to Loyola Campus to visit friends and colleagues, and to participate in our Social, Cultural and Sporting events. Your Alumni Program Committee, in an effort to plan the 1983-1984 activities would like you to check off the current and up-coming programs that are or will be of interest to you. Your comments and suggestions would be very much appreciated.

Thank you for your cooperation in filling out this form and please, let us hear from you!

Coming Programs

LECTURE SERIES:

Science ()
Commerce ()
Spiritual ()
Sports Medicine ()
Health, Care of ()
Companion Animals ()

CONCERTS ON CAMPUS

Classical ()
Jazz ()

THEATRE ON CAMPUS ()

CARNIVAL DINNER-DANCE ()

RETROSPECTIVE NIGHT ()

NIGHT WITH THE MONTREAL SYMPHONY ORCHESTRA ()

EVENING WITH A DISTINGUISHED PERSONALITY ()

SPORTS (Varsity Booster Clubs) ()

Current Programs

Golf Tournament ()
Oyster Party ()
Hall of Fame ()
Loyola Medal ()
Warriors Hockey Club ()
Art Exhibition ()
Fund Raising ()
Having A Class Reunion ()
Library Privileges ()
Alumni Publication ()
Alumni Chapters ()
Rector's Reception ()

Comments and Suggestions

Loyola Alumni Committee Program Participation Form

NAME: (please print).....Fac. Year

MAILING ADDRESS:

.....POSTAL CODE:.....PHONE ().....

Return to: Loyola Alumni Association 7141 Sherbrooke Street, W, AD-233
Montreal, Quebec H4B 1R6

Book Review

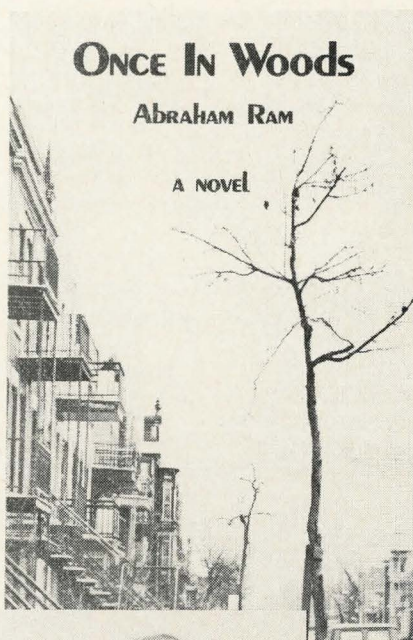
Moses in Venusberg: Abraham Ram's *Once in Woods*

Once in Woods (The Golden Dog Press, Ottawa, 1982) is the third novel in Abraham Ram's projected modern "pentateuch" concerning his central character Moses (Moe) Tabb. *The Noise of Singing* appeared in 1975 and *Dark of Caves* in 1977. Each novel in the series is self-contained but naturally a reading of all three deepens our sense of and, incidentally, our liking for the central character. Moe is the son of Jewish parents, immigrants to Montreal who have moved from "slum side streets east of the Main" gradually westward and finally to the "snug reaches of near-middle-class Outremont." Moe's connection to his patriarchal namesake is for the most part ironic — he is the modern man for whom the communal tablets are broken, who searches for values to live by. Though he has earlier escorted Jewish orphans from Europe, the remnants from the German crematoria (out of Egypt?) he is now overlooked even as a candidate for writing up the history of this event.

The title *Once in Woods* is richly ambiguous — the woods are both the dappled romantic land of youthful exuberance which *once* was (in this case Fletcher's Fields) and Dante's dark wood, a prelude to a descent into hell — *once* in these woods, the problem is how to find the means and the reasons for living.

Middle-aged Moe, a sometime teacher and would-be writer now lives at home with his widowed mother after the failure of his early marriage. The novel explores the web of his relationships where past and present, dream and actuality mingle in his consciousness. It is a tribute to Ram's considerable skill that we explore Moe's reality with no confusion and with deepening enjoyment.

Moe is seeking his creative self and a love relationship which might sustain it. As the hero himself jests with self-conscious grotesquerie, he is Moses on the Mount but the mount is the *mons veneris*. As the epigraph from *Faust* reminds us there are two souls within Moe's breast though out of this dualism is wrought considerable complexity. His creative self is at first imaged in a youthful Shelleyan *persona* all hair and fire, "wresting from himself a precious heritage for humanity". This image of the creative self both mocks and is bemocked by the adult self which can neither quite relinquish nor quite sustain the vision of youth. The Shelleyan self had dreams of a journey to Russia (he almost made it to Vancouver), of social commitment with Bethune; its



Abraham Ram

love is embodied in the memory of Rosalie, the girl-bride of his youth (to whom in fact he gave crabs on his wedding night). The novel's perception of the Romantic *persona* is sharp. Even the Shelleyan poetry of his youth had been turned to seductive purposes:

"...you measured her with that inner calculator you romantics possess that goes *click* when the bird is done to a turn on your griddle of half-truths..."

The bitter comedy of his divided self is exemplified in the adult Moe turned self-ironist and "kiddier" yet nonetheless irate at a girl-friend's belief that she is the more romantic and sensitive of the two. Significantly, as teacher Moe has no trouble convincing his class of the universality of Eliot's Prufrock, the enfeebled, unwilling self for whom the mermaids sing not to him but only "each to each".

Moe's Venusberg is populated by a dazzling variety of incarnations of the goddess. His mulish

Jewish mother with her ballad-like Yiddishisms is wonderfully realized, a familiar fictional character but never allowed to degenerate into a walk-on stereotype. We relish the irony of the aspiring son's callousness toward *her* spoiled creations. She, he tells her, can *always* make more borscht, more jam. Paradoxically, the novel's oedipal theme by being made overt is made almost negligible. We look for other explanations for Moe's failures in love. Among the potential soul-mates pursued are women writers, the most memorable of whom is steely young Wendy Austin who can neither conceive of nor forgive middle-age's propensity to forget the title of a once-loved piece of music. That Moe's failure to find a permanent relationship probably lies in himself is suggested in the Helga-Moe liaison.

Despite Moe's casualness, the German-born Helga offers him love without end. Finally, she leaves declaring that it is he who has unwittingly taught her to separate love and sex, a sad insight which has brought her liberty.

The symbol of Moe's unfilled life is the empty notebook from the sympathetic McGill professor, the doubtful legacy of the non-creative, "second-hand life" of the teacher.

Moe's final insight into his creative failure (probably provisional) is that lust has led him to leave his notebook empty though the accompanying realization that "one had to live the truth first of all in order to tell it" as an idea of artistic integrity seems an advance on the naïve Shelleyan singer of his youth.

The prose of *Once in Woods* is wry and economical. Abraham Ram is now retired from Concordia where he taught creative writing for many years. Among the successes of his students is Donna Steinberg's *I Lost It All in Montreal*, a best-selling first novel. The continued productivity of Professor Ram and in particular the excellence of *Once in Woods* suggests that the prophecy to Banquo in *Macbeth*, "Thou shalt [be]get kings, though thou be none", need not be the fate of teachers of creative writing.

—GERALD AUCHINACHIE

Gerald Auchinachie is a member of the English Department.

Books by Abraham Ram (*The Noise of Singing* and *Dark of Caves* at \$2.95 each; *Once in Woods* at \$5.95) are available at the following Montreal bookstores: Argo Book Shop; Book Center Inc.; Concordia Bookstore, Sir George Williams Campus; Double Hook Canadian Books; and Paragraph Book Store Inc. Books may be ordered by mail by sending a cheque made out to Argo Book Shop, 1915 Ste. Catherine W., Montreal, P.Q. H3H 1M3. Please add 50 cents per book to cover postage and handling charges.

Have you anything to declare?

Do you have any news — marriage, a birth, a move or an appointment — that you would like to share with fellow grads? If you have, please write us a note, or use the form below, and send it to your alumni office (addresses p. 27). We will publish your information in a coming issue.

And if you have any news of fellow alumni, please pass that along too. Or, better still, get them to tell us. To get you going, some questions appear below.

This is a special issue of the magazine. It is being distributed to the full alumni mailing list — something we haven't been able to do since our budget started falling behind skyrocketing postal

increases.

Unfortunately, the magazine now only goes to donors to the university, recent graduates living in Quebec and Canadian residents living outside Quebec.

This month, Concordia launches its first capital campaign to raise \$25m to build a library and other needed facilities.

If you would like more information about the campaign, please indicate below or write:

The Concordia University Capital Campaign
Concordia University
1455 de Maisonneuve Blvd. West
Montreal, Quebec H3G 1M8

Name _____ Campus/Yr./Fac. _____

Address _____

Family developments

Grads you've come across (and their news)

Work history

Any special comments

Would you like to know more about the Concordia Capital Campaign?

Change of Address (please attach old mail label to your new address)